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AMERICAN
NORMAL SCHOOLS:

Their Theory, their workings, and their Results,

AS ENJOINED IN

PROCEEDINGS

OF THE

FIRST ANNUAL CONVENTION

OF THE

AMERICAN NORMAL SCHOOL ASSOCIATION,

HELD AT TRENTON, NEW JERSEY,

AUGUST 19 AND 20, 1860.



NEW YORK:
PUBLISHED BY A. S. BARNES & BURR,
51 AND 53 JOHN STREET.
1860.

UNIVERSITY OF CALIFORNIA.

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No.

PROCEEDINGS
OF THE
FIRST AMERICAN
NORMAL SCHOOL CONVENTION.





W. C. Armstrong Sc.

STATE HOUSE AND TOWN HALL, TRENTON, N. J.

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REMARKS PREFATORY.

THE first meeting of the officers of the Normal Schools of our country was held informally in connection with that of the American Association for the Advancement of Education in the city of New York in 1855. This meeting was private in its character, and was devoted to a free interchange of views and opinions on subjects connected with the practical working of our Normal Schools.

A second meeting was held at Springfield, in August, 1856, immediately succeeding the session of the American Institute of Instruction. The discussions on this occasion were public and were of an exceedingly interesting and instructive character. The Normal Schools of Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Canada were severally represented at the Springfield meeting, and measures were there taken to perfect a permanent organization of the principals, teachers, and friends of these institutions for the promotion of their peculiar interests. A committee was raised to prepare a constitution to be reported at the next meeting, and to perfect arrangements for the future.

The third meeting convened at Albany in 1857, coterminously with that of the American Association for the Advancement of Education. Owing to a misunderstanding as to the time and place, this meeting was an entirely informal one, and but few were present.

The fourth meeting occurred at Norwich, Conn., in August, 1858. It was small, but earnest in its spirit and purpose. The constitution was reported and adopted, and permanent officers were elected. A discussion arose as to the most effective means for advancing the objects of the Association. The conclusion reached was unanimously favorable to a convention of all interested in the cause of Normal Schools to be held at Trenton, New Jersey, in August, 1859. In accordance with this conclusion, the *First Annual Convention* of the Association, whose proceedings are herewith published, took place as above stated.

By the unanimous desire of the friends of the movement, the plans and elevations of the principal Normal School buildings are embodied in this publication. It is earnestly hoped that the proceedings will tend to awaken a greater degree of interest in behalf of these noble institutions than has heretofore obtained throughout our country.

The subjoined are a few of the many letters received from eminent friends of education heartily approving of the objects of the Convention :

[COPY.]

From the Hon. EDWARD EVERETT.

Boston, 19th Sept., 1859.

My Dear Sir—I have received your favor of the 5th instant. Incessant occupations of a very pressing nature have prevented an earlier reply, and now put it out of my power to enlarge upon the subject of Normal Schools. The time, however, is gone by when they stood in need of any testimonies to their value and importance.

The success which has attended these institutions in different parts of the country—and nowhere probably more than in New Jersey—has spoken with an emphasis in their favor which needs no confirmation. The community perceives and admits that if education is one of the most important concerns of society—most closely connected, not only with its material prosperity, but with its highest moral interests, it ought to be the subject of skillful and systematic training and preparation. Otherwise we should be involved in the absurdity that those operations, influences, and processes which form the best preparation for all the great pursuits and duties of life, could themselves be applied and administered without previous discipline. It was my privilege and good fortune, while Governor of Massachusetts, to co-operate in the establishment of the Normal Schools in this State, and my views of the importance of these institutions are expressed, at some length, in a discourse delivered at the inauguration of one of them in 1839, and which will be found in the printed collection of my public addresses.

I remain, dear sir, with much respect, very truly, yours,
WM. F. PHELPS, Esq. EDWARD EVERETT.

From S. S. RANDALL, Esq.

CITY SUPERINTENDENT'S OFFICE, NEW YORK, Aug. 8, 1859.

WM. F. PHELPS, A.M., Pres. Am. Normal School Association: *Dear Sir*—I regret exceedingly that the state of my health will not permit me to be present at the ensuing meeting of the Association over which you have the honor to preside. The objects of that Association have my hearty concurrence and high appreciation. The great want of the age, in the educational field, is unquestionably a class of thoroughly trained, practical, professional teachers; and these, in my judgment, can be provided only through the agency of institutions expressly prepared for and exclusively devoted to that purpose. Much, indeed, has already been accomplished in this direction in our own country, and the standard of qualification required of teachers generally has been sensibly elevated within the past ten years. Much, however—very much—remains yet to be attained, and I trust the intelligent and devoted body of gentlemen composing your Association will not cease their labors until some systematic and comprehensive plan shall have been devised for the accomplishment of the great object they have in view.

One great defect, as it seems to me, in all, or nearly all our existing institutions for the preparation of teachers, is the devotion of so large a portion of the cause to mere *elementary instruction*—to the *acquisition*

of the various branches of study required to be taught. In the earlier stages of Normal instruction this was unavoidable and indispensable. Has not the period, however, arrived, or may we not, at least, look forward to its speedy arrival, when all these details may be required and insisted upon as a condition precedent to admission in these institutions? Should not the Normal course be purely *Normal*, as its name imports, and be restricted, or rather expanded, to its legitimate objects, the art and science of teaching? Is there not here full and ample scope for the experience, talents, and practical abilities of the highest order of mind spread over the utmost available length of time that can be devoted to this purpose? And should the efforts and energy of the professors and teachers of these institutions be suffered to be longer frittered away for months and years in mere communication of that scientific knowledge which can equally well be obtained from the high school or the academy, and the possession of which should be regarded as the indispensable available capital of the student on his entrance into the Normal Hall?

This solid and substantial foundation having been previously laid, the ability to *communicate* the knowledge thus obtained in all its details in the most skillful, efficient, and judicious manner, will constitute a prominent and important—though, in my judgment, not the *most* prominent or important—portion of Normal teaching. Education embraces within its purview something of infinitely greater consequence than the communication of knowledge, however thorough and comprehensive. Its essential value consists in the formation, development, and direction of *character*; and so far, and so far only, as it fulfills this its great mission, is it of any real or practical value. And when I speak of character in this connection, I mean something more than external appearance—the disguises of life—the mask of the mere actor on the stage of human events. I refer to the real, the interior, the essential character—the immortal and spiritual being itself—that which exists from the innermost heart—that which in the deepest recesses of our nature impels every motive and originates every action of our lives—that which in the long run makes us what we are, and which is destined to accompany us throughout the limitless future. With this it is the teacher's business and duty to deal; and for this, with whatever expenditure of cost or pains, he should be prepared. I need not enlarge upon the vast and varied field here opened up to the Normal teacher, nor expatiate at greater length upon its importance and the solemn responsibilities it involves. To me it seems the only worthy object of ambition and attainment. I would have every teacher graduated at our Normal halls, approximate as nearly as may be to the exalted standard of an Arnold and a Page, and in proportion to the number of such teachers sent forth annually into the field of educational labor should I feel disposed to estimate the value or the success of the institution.

I can not permit myself to conclude this already too extended communication without mingling my deepest sympathies with those of the body you represent, and of the friends of education everywhere, on the lamented death of the great and good Horace Mann. That we shall no more listen to his eloquent voice—no more mingle with him in council—no more co-operate with him in those expansive and comprehensive views which embraced the highest possible perfection of our common humanity, through free and universal education—that our spirits and our ener-

gies are no longer to be elevated, exalted, purified, and strengthened by the electric influence of his living voice and the "daily beauty" of his noble example—these are indeed melancholy reflections. Let us, however, reverently and affectionately cherish his memory, and endeavor, so far as in us lies, to follow in his footsteps, and imitate his all-embracing philanthropy, his ardent aspirations for excellence, and the genuine purity of his stainless life. Very respectfully and truly yours,

S. S. RANDALL.



AMERICAN NORMAL SCHOOL CONVENTION.

THE AMERICAN NORMAL SCHOOL ASSOCIATION convened in the new hall of the Normal School at Trenton, N. J., on Wednesday, Aug. 17, 1859, and was opened with prayer by Rev. Edward D. Yeomans.

The President, WM. F. PHELPS, Esq., welcomed the Association to Trenton, and offered the following remarks as to the plan and purpose of the meeting :

ADDRESS OF THE PRESIDENT.

The PRESIDENT then said : In the multiplicity of educational associations with which our country abounds, it seems necessary to offer some reasons and explanations for adding to the number. I will therefore endeavor to state, as nearly as possible, some of the objects for which this Convention is called at this time.

It is a commonplace truth, that the great want of our country is that of an efficient system of popular education. It is also self-evident that universal education is possible only through the universal diffusion of a system of well-conducted schools. It is further admitted, that the teachers make the schools; that "as is the teacher, so will be the school."

After a somewhat varied experience of two hundred years and more, we find that still the great want of our schools is that of truly qualified teachers. As a consequence of that

state of facts, the enlightened friends of education in our country, something more than twenty years ago, moved for the establishment of Normal Schools, as they are called ; otherwise better known as Teachers' Seminaries, whose objects should be the special, thorough training of teachers. After this experience of twenty years, the friends of these institutions have become fully satisfied that upon them must we depend for the supply of this great want.

The educational statistics of this country, so far as we can master them, exhibit some startling facts ; among these, is this, that the great majority of the teachers in the common schools are utterly unfit for their high and responsible duties. Our higher institutions, academies, and, to some extent, our colleges, have been relied upon to supply this want. But experience has taught us that that reliance for a full supply is vain.

We have, therefore, but one resource left ; and to the Normal Schools of the country do the thoughts of the friends of education inevitably turn. We find that we are now warranted in making an aggressive movement in favor of Normal Schools. To inaugurate this movement, this Convention has been called—to advertise, to popularize Normal Schools ; for, after all, the great mass of the people know little and understand less in respect to them. What this meeting hopes to accomplish is, to make our people better acquainted with them.

Another purpose, and perhaps a more important one, is that of improving the character of those which already exist, and those which may hereafter be established ; and by improvement, I mean to be understood that our object is to make them more fully answer their true, original design, that of preparing professional teachers.

There is but one way of salvation for the Normal Schools,

and that is, they must be truly professional schools for training teachers. The difference between them and the ordinary literary institutions of our country must be so marked that "he who runs may read." I think that wherever they have failed, the explanation may be found in the fact that they have not been normal, not professional enough to commend themselves to the common sense of our people.

The great object of the Convention will be to discuss practical measures, the adoption of which will enable us to realize more fully the true objects for which these institutions are established.

The PRESIDENT then stated what the order of exercises would be, viz, the reading of certain papers by gentlemen who had been designated, and discussions upon them.

Messrs. Crosby, Hovey, and Colburn were appointed a committee on nominations.

Prof. ALPHEUS CROSBY, of the Salem Normal School, Mass., was then introduced, who read the following paper on the "*Proper Sphere and Work of the American Normal School.*"

MR. PRESIDENT, AND GENTLEMEN AND LADIES OF THE ASSOCIATION: If I were allowed to enter upon the discussion of a theme so broad as this, and so fundamental to the investigations for which we have assembled, with *carte blanche* as to limits, I know not how much of your time and of my own I should feel bound to consume in an attempt to do my subject justice. But I have been wisely, and I feel, no less kindly, restricted to twenty-five minutes. There is, then, but one alternative: either to select from the many points that claim attention one or two only for a somewhat full treatment; or, on the other hand, to place before you a simple outline of the subject in its principal parts for you to fill up, in your subsequent remarks, with the coloring of beauty—to present a skeleton for you to cover with flesh

and inspire with life. The latter course seems to me to correspond the better with the proper design of such an introductory paper as I have been requested to prepare. If the bones thus presented should seem, like those in the valley of the prophet's vision, very dry, bear this patiently, anticipating their reanimation, when breath after breath from those around shall blow upon them.

First, then, *what is the essential difference between a Normal School and other Schools?*

Institutions of learning may obviously be divided into two great classes—the general, and the professional; the former including the common school, high school, academy, and college, as these terms are usually employed; and the latter, theological, law, and medical schools, military and naval institutions, and schools of agriculture, commerce, mechanics, mining, the fine arts, etc. It is evident that the Normal School belongs to the latter of these classes, the professional, having been established not merely for the general discipline or culture of those who may attend it, but for their special preparation to meet the demands of a particular profession, that of the Teacher, or, to use the broader and more strictly appropriate term, of the Educator. Whatever characteristics, then, belong to the professional school, as distinguished from the institution of general learning, must belong to this, and these characteristics must be still further modified by the peculiar nature and office of the great profession for which it aims to prepare. It ought obviously to have the definiteness of purpose, the thoroughness, the scientific basis, and the practical applications which are so essential to the very idea of a proper professional school, where the question is not respecting academic prizes, or general accomplishment, but success and usefulness in the career of life.

But, in the second place, *how does the American Normal School differ from Normal Schools in other countries?*

The general object of the European Normal School may, it seems to me, be stated thus : to take young men or boys of the lower classes and of very moderate previous attainments, and, by a course of appropriate exercises, to drill them into a preparation for conducting, according to a prescribed routine, schools for the limited education of these lower classes, great pains being taken to inculcate the spirit, principles, and habits suitable to the humble but very useful station which they are to occupy. In this station they are generally expected, without essential change or hope of change, to continue, repeating the beaten round, through life ; and appointments to particular places usually emanate from the same authority that sustains the Normal Schools. The pupil in one of these schools is an apprentice to the State or to the Society which will afterward, if his course is satisfactory—if he is faithful in performing the work set before him, and does not insist upon thinking unduly for himself—furnish him with employment. This employment is neither very lucrative nor very honorable, yet in both these respects is an advance upon the position which otherwise he would probably have occupied.

When we look at our own Normal Schools, how strikingly diverse, in many particulars, is the view presented ! What a difference in respect to general activity of mind, independence of thought, amount of varied information, aspirations in life ! The pupils are from no particular grades in society, and are least of all from those families which would be accounted lowest in social position. Many come to us, we complain, with quite inadequate preliminary attainments—yet inadequate, we must remember, according to our standard, and not the European—while, on the other

hand, there are those who enter our Normal Schools, after the fullest and richest culture of excellent High Schools and Academies, bringing with them an amount of knowledge—I do not say of mere professional discipline—far superior to that which most of the graduates of European Normal Schools carry away with them.

In respect to plans for life, how much less of uniformity in our schools! The students are proposing to teach, some in primary schools, others in grammar schools, and others yet in high schools or academies; and they will go forth, not to occupy stations designed for them by those who have had charge of their education, but either to make places for themselves, or to obtain them from Educational Boards or Committees having no connection with the school of their training, not recognizing, it may be, the diploma of the school as of any validity, and sometimes even subjecting its possessor to an examination of extraordinary severity, as if for the express purpose of testing the diploma.

Even upon the simple entrance of one of our Normal Schools, how strange is the scene to a European eye! The seats are chiefly—in some schools wholly—occupied by women, that sex which, upon the continent of Europe, is almost entirely excluded, so far as formal provision is made, from that work which is its great birthright, the work of education; and even in the British Isles, is only admitted to a small participation in it. Recent statistics of the State Normal Schools, in the Eastern and Middle States, give the following results. In the State Normal Schools of

Massachusetts	77	Males	375	Females
Rhode Island	25	"	75	"
Connecticut	84	"	202	"
New York	94	"	198	"
New Jersey	31	"	87	"
	811		937	

The summary presents the extraordinary proportion of 937 females to 311 males, or more than three to one. And this proportion would be rendered still more disproportionate if we should add the number of pupils in the City Normal Schools of Boston and Philadelphia, to which only females are admitted.

To illustrate the corresponding movement in our community with respect to the employment of female teachers, it may be sufficient to compare the statistics of the Massachusetts public schools, as they appear with an intervening period of twenty-one years. In the year 1836-7, there were employed in the public schools of Massachusetts (counting the teachers of summer and of winter schools separately, as the summary was then made out, and omitting eleven of the smaller towns which failed to report) 2,370 male teachers, and 3,591 female teachers. Of the latter, however, only 856 were employed in the winter, and of these 119 were in the city of Boston. In the year 1857-8, there were employed (counting the number as before) 1,981 male teachers, showing a decrease of 389, and 7,992 female teachers, showing an increase of 4,401, or the number more than doubled. And whereas before only 856 female teachers were employed in the winter, now 3,482 were employed, or more than four times the first number. The propriety of this change, which is not at all confined to Massachusetts, and which I believe to be heralding a still greater change fraught with blessing to mankind, I have no time now to argue.

Nor have I time to show how, as it seems to me, the prevalent misapprehensions in the community with respect to Normal Schools, and the chief mistakes or imperfections in their management, have arisen mainly from a failure to consider or to appreciate the essential distinction between the

Normal and other Schools, or the important differences between the American and the European Normal School.*

◦ May I be permitted to add an extract from the Semi-annual Report made July 22, 1858, to the Board of Visitors for the State Normal School at Salem, Mass. ?

"In our daily exercises, we have endeavored to keep constantly in view the peculiar object of the Normal School, as presented in the Address delivered at the inauguration of our institution. I have regretted that those peculiar features of our school, having reference to this object, which are so prominent in our daily work, should have so little prominence in our public examinations. It seems to me worthy of consideration, whether it would not be practicable so to modify our examinations that they should more fully represent the distinctive character of the school, and show more adequately not only what progress its pupils have made in the different branches of science, what general facility of communication they have acquired, and what opinions they have formed respecting education and school methods, but also the still more direct practical preparation which they have made toward their specific work of *teaching* others what they themselves know. If the time which I may be permitted to occupy in this crowded afternoon were not restricted to such narrow limits, I should be tempted to go beyond this mere suggestion, and to endeavor to show, though certainly, Gentlemen of the Board, not for your sakes, how very peculiar is the appropriate work of the Normal School, and what advantages it possesses for the accomplishment of this, its own work, above other institutions, however high may be their reputation and great their excellence in their own wide spheres, however liberally they may be endowed or supported, and however able and eminent may be their teachers.

"The Normal School does not present itself as a competitor with other schools, either for public patronage or for the attendance of pupils. It would not divert to itself the least portion of the support and favor which, in this enlightened community, are so wisely bestowed upon other schools. It would not say to any students, 'Come to us, rather than go to those schools;' but, on the contrary, 'Go to those schools if you can, and avail yourselves as fully as possible of their rich advantages; and then, when you have thoroughly completed their courses of study and acquired maturity and discipline of mind, if you wish to become teachers, come to us, and engage for our brief term, with the aid and companionship of others having the same end in view, or already in the work, in the special study of the philosophy and art of teaching, and in practical exercises tending to an immediate preparation for this noble work. The larger stores of knowledge you have acquired before you come to us, the better you will appreciate and improve the advantages and opportunities which you will here find.' Allow me to add the remark, that the aims and sphere of the Normal School have been sometimes misunderstood from the very efforts which it has been obliged to make, to supply the want of an adequate preliminary training in many who have entered its classes."

Keeping this distinction and these differences in view, let us inquire, thirdly, *What should be the regular course of study in an American Normal School?*

It seems obvious that any course of professional training which is not merely mechanical or empirical, must have for its basis a thorough consideration of the principles of the profession, of its philosophy, and that this should underlie and give form to all the attention which may be paid to practical methods. Methods must be continually changing according as circumstances change; and these change more or less each successive day. The particular course which was glory day before yesterday, and wisdom yesterday, may be folly to-day, while it will be ruin to-morrow. The path of existence was designed to be an onward one, and the steps of no one day can be repeated the next if progress is to be made. But principles are in their nature eternal, and it is their office to sustain and guide amid all the vicissitudes of circumstance, condition, event, fortune. They are the changeless stars that shine over us to direct, amid all the tossings of the waves, the variations of wind and current, the agitations and wanderings of our frail barks. If properly observed, they secure each right end, just as the vitality of the tree, amid all the alternations of sunshine and storm, with all the varieties of soil and climate, in the forest or the open field, on the mountain or the plain, makes of the acorn an oak, and only an oak.

In most professional schools, the fundamental importance of the study of the principles upon which the profession is based has been recognized and practically regarded. No one questions that the prime objects of attention in a medical school should be the principles of medicine; in a law school, of law; and in a theological seminary, of theology. Why has it not been equally seen that in a Normal School, for

the training of educators, the prime subject of study should be the principles of Education, and that the most earnest effort of the student should be directed, not to the solution of a miscellaneous question in Mr. Blank's Arithmetic, but to the answer for himself, or herself, of such questions as these, "What is Education?" "What does it comprise?" "What are its true ends, its great laws, its essential means?" "What are the distinctive properties of the only two subjects of education, vitalized matter and mind?" "What are the characteristics of the human body, its proper offices, its wants, its capacities, its laws of development, health, strength, and activity?" "What is the nature of mind, its end in creation, its destiny, its susceptibilities and powers?" "What are the special nature and design of each faculty of the mind, its capabilities, its limits, its uses, its dangers, its methods of action, its laws of awakening, unfolding, growth, health, and disease, its need and reward of culture, and the best methods of this culture?" "What are the motive principles of man, his sensibilities, desires, affections, passions?" "What is the nature and intent of each, its normal and abnormal action, its sanity and insanity, its relations to virtue, intelligence, and happiness?" "How can the educator avail himself of each, so as to secure the desired result?" "With what skillful hand can he touch each chord, so as to bring forth only melody and harmony?" "And then the Will, what is this mysterious agent, or essence of agency?" "Is it self-determined, or determined from without?" "How can it be rightly stimulated, repressed, governed, and taught to govern itself?" "The Conscience, what is this, and why was it given to us?" "How far, and how can it be educated?" "Is it a sure or an erring guide?" "In what sense is it the vicegerent of God?" "How can it be secured in its rightful authority?"

“When dethroned, how can it be restored to its proper seat and scepter?” “Who constitute the agents of education, and what is the proper sphere, office, and responsibility of each—of the pupil himself, the parent, the school-teacher, the school committee, the clergyman, the community?” “How far must all education be essentially self-education?” “How various and extensive are educational influences?” “What are the best institutions for education, and what methods are most in harmony with its great principles?”

With the consideration of such questions—with this study of the philosophy and art of education, including, as they obviously do, physiology and hygiene, mental and moral philosophy, and the principles of school legislation, organization, and government, may be naturally connected some attention to the instructive and encouraging history of education.

But the development and growth of the mind are inseparably connected with the acquisition of knowledge. The educator must be also an instructor. Hence he should certainly know the principles and best methods of instruction in all those branches of learning which he may be called to teach; principles first, and then methods as the application of principles. It follows, that the regular course of study in our Normal Schools should include, as its second great department, the thorough consideration of these principles and methods of instruction. But the question may arise, “With reference to what branches of learning or departments of teaching?” With reference to all those, certainly, that belong to the common school. And these include the elements of most branches of learning. Arithmetic contains the elements of mathematics; geography, of the natural sciences; and reading and grammar, of language and literature. It is familiar to teachers, that the

great difficulty in instruction lies in teaching the elements. Here is the sharpest test of didactic philosophy and skill. The elements well taught, the further work of the teacher, so far as modes of instruction are concerned, is comparatively easy. Hence it will be practically found that the principles and methods of common-school instruction will substantially cover nearly the whole ground of the principles and methods of instruction in general. He who can teach scientifically and adroitly a primary school, may be trusted, if his literary attainments are sufficient, in any department of instruction up to the university. I would not, however, exclude from the Normal School special attention to the particular principles and methods of so-called higher instruction.

But the educator requires not only a theoretical, but a practical preparation for his work. To acquaintance with principles and methods, he needs to add skill, tact, and facility in their use and application. By what practical exercises these may be best acquired, we are to be informed hereafter; and it does not seem befitting, especially with my sand so far run out, that I should anticipate the discussion.

We have now very briefly considered what seem to me to be the three great and essential departments in the regular course of study appropriate to the American Normal School, viz. :

I. The philosophy, history, and art of Education, physical, intellectual, and moral.

II. The principles and best methods of instruction in the various branches of common learning.

III. Exercises for the illustration and application of these principles and methods, and for imparting practical familiarity with the teacher's work.

It does not seem to me to require an argument that, in the institution and prosecution of this course, we should have higher aims, freer thought, and a deeper philosophy than have been usual in the European Normal Schools. Upon our own schools I will not here remark, except simply that they differ so greatly in plan, purpose, and circumstance from those in Europe, that we must beware of taking these as our models. The Normal School problem in this country is a far higher and greater one than that in Europe has been; and the necessity is laid upon us, choose it or not as we may, of working out this problem for ourselves. What hopes hang on its right solution!

Let us proceed to a fourth inquiry. *What incidental or subsidiary courses of study may be properly introduced into our Normal Schools?*

By "incidental or subsidiary courses," I mean those which are not strictly professional, which do not characterize the Normal School as such, but are common to this with other institutions of good learning. These courses in a Normal School have, mainly, three objects:

1. To supply defects in the preparation for admission.
2. To continue that general culture which ought not to be neglected even in a course of professional study.
3. To give an acquaintance with the higher branches of school learning.

So far as the first object has been contemplated—thus far I acknowledge a very important and indispensable object—it seems to me that there is for our Normal Schools, to borrow the words of the Apostle, "a more excellent way;" and that is, to raise the standard of admission, so that the pupils shall bring with them the attainments requisite for their entering at once, efficiently and successfully, upon a course of professional discipline. This is only the common

demand of other professional schools. Why should it not be of the Normal School? Why should this be obliged to descend from its peculiar work, so great and high, to perform the work of other schools, or to supply their shortcomings? Ought it not, in its noble upbuilding, to adopt the words of the rebuilder of the walls of Jerusalem, "I am doing a great work, so that I can not come down?" Is it too much to require, at the least, that the candidates for admission should be already thoroughly acquainted with the branches of common-school study, so that they may be fully prepared to enter at once upon a consideration of the principles and best methods of teaching these branches?

But it may be asked, "If in default of candidates properly prepared, it is deemed expedient for the present to admit those who are only partially fitted, what shall be done? Shall there not be an attempt to supply their defects?" Yes, by all means. "And in what way?" If the defects in a particular branch are not serious, they may be supplied, by a little extra work, in the regular course of studying the principles and methods of instruction in that branch; for this course will necessarily bring to view, and from the best point of view, the essential elements and leading particulars of the branch. If the defects are quite considerable, they should be supplied, as it seems to me, not by a review in the regular course, to which all are subjected, but by special exercises for those who are deficient, adapted to the several degrees of their deficiency. Many excellent scholars have undoubtedly been prevented from entering our Normal Schools by the impression that much of the time is devoted, for the sake of poorer scholars, to exercises which they themselves do not need. Raise the standard of admission to our Normal Schools, and higher intellects and richer attainments will be attracted to them. Let a low

standard be kept, and we must not be disappointed to find those presenting themselves to whom such a standard is attractive.

In respect to incidental exercises for the second object, the continuance of that general culture which ought not to be neglected even in a course of professional study, we are doubtless so fully agreed in general sentiment that this point may be passed without further remark.

What shall we say in respect to those of the third class, those which have for their object to give an acquaintance with the higher branches of school study? In respect to these higher branches, it may be remarked, that attention to them is, to a considerable extent, involved in the proper prosecution of the Regular Normal Course. The science of Education covers, as its bases, Physiology and Mental and Moral Philosophy—the Philosophy of Reasoning, of Expression, and of Government being of course included. A thorough investigation of the principles and methods of teaching Arithmetic involves, of necessity, from the marvelous powers and world-wide applications of number, some attention to Algebra, Geometry, Mechanics, and the laws and forms of pecuniary transactions. Into what department of physical science does not Geography conduct us, I do not say for mere illustration, but for essential or important explanation? And what demands are made upon him who, in the adequate teaching of reading and grammar, would attempt to unfold the powers and riches of our inappreciable language and literature!

But shall the higher branches of study be introduced into our Normal Schools farther than a liberal and truly scientific preparation for the work of common-school instruction requires? If they are so introduced, our schools should have larger corps of teachers and more ample support than

most of them now have. If they are not so introduced, we may expect in the future, as we have observed in the past, the following consequences. Those who have been professionally educated for the work of teaching, who have made it a study, a science, will, for the most part, be confined to what are regarded as the lower, or as only medium positions in the work ; while the highest places, the most influential and the most lucrative, will be chiefly occupied by those who, however well educated in other respects, have never made the science of teaching a distinct subject of study, who have never given an hour to serious thought upon the principles of education ; nay, who perhaps even scout the idea that any professional training is needed by the teacher. The evils of such a state of things I need not attempt to describe ; of so unnatural a divorce between educational science and educational influence, between didactic skill and high literary attainment, between professional preparation for the work of teaching and favorable position in the work. That for this separation there should be substituted the closest union, seems to me evident, as if written with sunbeams ; how this union can be best effected, may not be equally plain. So far as young men are concerned, there are two methods, which ought perhaps both to be attempted ; the first, the extension of the courses of higher study in our Normal Schools ; the second, the introduction of a thorough and efficient course of didactics, theoretical and practical, into our college curriculum. So far as young women are concerned, we seem to be shut up to the first of these methods ; and while I would have the Normal Schools for them devoted not less, but more than they now are, to the cause of primary education, I deem it of vital importance (the expression does not exaggerate my conviction) that there should be in connection with these schools scientific

and literary advantages for our talented, studious, and enterprising young ladies akin to those which have been provided for their brothers, often at woman's expense, in the numerous colleges of our country.*

* The importance of the subject must be my apology for adding extracts from two Semi-annual Reports to the Board of Visitors for the State Normal School at Salem, Mass. :

"The great and increasing demand for female teachers of superior attainment to take positions in High Schools, and other institutions of like grade, renders it eminently desirable that those who may be able and prepared to do this, should pursue a regular advanced course, designed to meet the requisitions of the law in respect to the teachers of our public High Schools. Ladies are already beginning to be employed in these schools, not merely as assistants, but as principals ; and that, not only in separate schools for girls, but even in those for both sexes. And a case has lately come to my knowledge where a young lady, a graduate of one of our own Normal Schools, was engaged as an assistant in the flourishing High School of one of our large towns, with the understanding that she should teach the Greek and Latin, and fit young men for college.

"Indeed, I observe that our legislators are contemplating an enlargement in this direction of the sphere of female instruction. Strange and almost incredible as it may appear, until as recently as the year 1827, there was no recognition whatever of female teachers in the statutes of the Commonwealth. The school-law of 1789, which was previously in force, read thus : 'Every town or district within this Commonwealth, containing fifty families or householders, shall be provided with a *schoolmaster* or *schoolmasters*, of good morals, to teach children to read and write, and to instruct them in the English language, as well as in arithmetic, orthography, and decent behavior, for such term of time as shall be equivalent to six months for one school in each year,' etc. The law of March 10th, 1827, upon which our present school system is based, reads thus : 'Each town or district within this Commonwealth, containing fifty families or householders, shall be provided with a *teacher* or *teachers*, of good morals, to instruct children in orthography, reading, writing, English grammar, geography, arithmetic, and good behavior, for such term of time as shall be equivalent to six months for one school in each year,' etc. Instead of the masculine '*schoolmaster* or *schoolmasters*,' excluding females from the instruction of the schools required by law, we have now those words of the common gender, '*teacher* or *teachers*,' opening the door of the school-house, for the common school, as wide to the woman as to the man. For the numbers that are entering in—increasing from year to year—and their success, I need only refer to the Annual Reports of one of your own Board, and the accompanying documents. Still, this same law of 1827, a few lines below, says that the high school must have 'a *master* of good morals,' etc. A woman might keep a common school, but it was not yet deemed admissible that a high school should be committed to female hands.

We pass to our fifth and last inquiry: *What should be the influence of the American Normal School upon the character of its pupils?* I have left its greatest work to be mentioned last; for the great question, after all, is not, "Where has the teacher been educated?" "What has he studied?" or "What does he know?" but "What is he?" or, pardon me if my own special relations, and my views of the distinctive office of each sex in the elevation of humanity, incline me to change the pronoun, "What is she?" "What is her spirit? Her love for the work? Her love for those committed to her charge? Her ideal of excellence for herself and for her pupils? Her zeal and energy in making this

But so much progress in public sentiment and school usages has been since made, that in the revision of the section relating to high schools, May 22, 1857, wherever the word 'master' had previously occurred, was now substituted 'teacher or teachers.' 'The first class of the fifth section of the twenty-third chapter of the Revised Statutes is hereby so amended as that the teacher or teachers of the schools, required to be kept by said clause, shall be competent to give instruction,' etc. And yet the requisitions are now much higher than before. What is the significance of this change made by the Legislature of that year, except to express their approbation of the gradual but sure movement by which instruction in our high as well as common schools is passing, to so great an extent, into the hands of those whose especial vocation and profession seems to be that of education?"—*Report, Feb. 9, 1859.*

"We have been happy to welcome, as members of our advanced class, ten who have commenced a regular course of higher study in direct preparation for instruction in our High Schools and Academies. No one, it seems to me, who has watched carefully the educational signs of the times, in the constantly increasing number of female teachers, and the no less constantly enlarging sphere of female instruction, can doubt the wisdom, on the part of our young ladies, of engaging in such a preparation; or the expediency, on the part of the Commonwealth, of making the fullest provision, even at an extra expense, and by the employment of an extra number of teachers, in at least one, if not all, of our Normal Schools, for such a class of students. And is not this, permit me to ask, a worthy object of individual bounty, not only from women, but from men of ample means? If but a tithe of the money which woman has contributed, often from the hardest earnings, for the education of the other sex, were but returned for the benefit of woman, there would be no scantiness of resources for the very highest female education."—*Report, July 28, 1859.*

ideal real? With the noblest ends in view, does she abound in means and resources for securing those ends? Is she ingenious, inventive, prompt, resolute, patient, persevering? In all her habits and expressions of character, is she fitted to be a model to her pupils? Are her conscience and affections true and living? Does she really live, while in the world, above it, deriving wisdom, strength, impulse, support, peace, and joy from higher than earthly sources?"

Highly as I appreciate the good which our Normal Schools have accomplished by disciplining and furnishing the intellect of their pupils, I still believe that they have accomplished yet more through their influence upon character, by awaking, developing, and strengthening the true spirit of the teacher's work; by joining with broader views, loftier, farther reaching, purer aspirations; by giving greater depth and fixedness to principles; by bringing conscience to bear alike upon the grand aims and the minute details of the teacher's vocation; by kindling in the heart a more glowing affection for the young; by all those various and commingled influences of example and precept, freedom and system, meditation and conference, which form the atmosphere of the Normal School; by touching the lips with a live coal from the altar of God.

May the Normal School continue and make perfect this beneficent, sublime, heavenly work, illustrating in the characters which it forms, those lines of the poet:

"The clear soul in his earnest eyes
Looks through and through all plated lies;
Time shall not rob him of his youth,
Nor narrow his large sympathies:
He is not true, he is a truth,
And such a truth as never dies.
No shadow simulating life,
But pulses warm with human nature,
In a soul of godlike stature;

Heart and brain all rich and rife
 With noble instincts ; strong to meet
 Time calmly, in his purposed place ;
 Sound through and through, and all complete.
 Who knows his nature, feels his right,
 And toiling, toils for his delight ;
 Not as slaves toil : where'er he goes,
 The desert blossoms with the rose.
 The world works with him ; all men see
 Some part of them fulfilled in him ;
 His memory never shall grow dim ;
 He holds the heaven and earth in fee,
 Not following that, fulfilling this,
 He is immortal, for *he is !*"

DISCUSSION.

The reading of Prof. CROSBY's paper being concluded, the discussion of the same was in order.

Hon. GEO. B. EMERSON, of Boston, said : I wish to utter a single word in regard to one point presented, in which I do not know but the gentleman who presented the admirable paper to which we have listened, referred to myself.

I believe, sir, we are not to look to the Old World for models of improvement in these schools. When the question first came up in Massachusetts as to what a Normal School should be, we all had our eyes on the Normal Schools of Prussia ; for, as they had been longer established, we supposed we could learn from them. When I visited Prussia three years ago, I visited one and one only, in Berlin. I was told it was a good, fair average of the schools. I spent a week in examining it, and I never was more surprised ; I confess, I never was more gratified than I was then, to find that there was not one single principle in which the schools of Massachusetts were not above them.

The gentleman referred in his paper to the kind of persons called to teach there ; and he has not used too strong language. The young men who taught there were of such a character, that if they had presented themselves for examination to enter one of our Normal Schools, they would have been told to go to the plow or to the anvil, to do what God had fitted them to do.

Then as to the course and object of the schools, it seemed as if the object of the course were rather to keep down the people than to keep them up. They were schools sustained by a ruler who

dreaded too much light, and for a class which does not belong to this country. There is no class of free people in this country so low as those for whom the Normal Schools of Prussia are designed.

But in speaking of the character of the teaching that I saw, I speak only of it in the Normal School ; for in some of the gymnasia I saw such a course of training as it would be of great advantage to the teachers of this country to be able to witness.

We must not look elsewhere for the modes of raising our own Normal Schools. How can we imagine that we have to look elsewhere, after having listened to the words of wise experience which we have just heard ? If such men as he are willing to take charge of them, if such lessons of wisdom come from them, let us look at home, let us look at the instructions of the Bible and learn how immortal creatures should be educated in the spirit of Christ. We must not look, we need not look anywhere else. The work is before us ; we must do it ourselves. (Applause.)

HON. RICHARD S. FIELD, of Princeton, President of the Board of Trustees of the N. J. State Normal School, addressed the meeting and welcomed the Association to the State of New Jersey, and invited the members to spend Friday in visiting the literary institutions of Princeton, and the battle-ground, and he generously proffered the hospitalities of his own house.

Rev. Dr. McJILTON, of Baltimore, was satisfied that the people of our own country could think best for Americans, and could lay out for themselves a course of study which should be restricted and governed by the peculiarities of no other people on earth. But while this is the case, we must be exceedingly careful that our course is not one of experiments, which would be one of the most unhappy results ; for we should become proficient in nothing. What we should do is to aim at certain points and confine our efforts to them, without diverging to experiments too much. The reason why Normal Schools have changed their character is, I think, because we have not sufficiently understood their true position. That they are necessary, is so evident as to need no argument ; it is impossible that education shall take its proper position without the aid of Normal Schools ; it is as impossible that the profession of teaching should succeed without training, as that the profession of medicine or divinity should do so. To teach the teacher is necessary, and to teach him how to teach is a matter of absolute necessity.

Prof. JOHN S. HART, of Philadelphia, approved the sentiments and principles presented by Prof. CROSBY. He thought it very important that they should, in the outset, get a clear idea of what a Normal School is. The men who are engaged in this great work should have their opinions well settled as to the *theory* of a Normal School; and the paper presented is well adapted to settle that theory, and to bring our minds to definite conclusions on the subject.

This theoretical idea is, in my opinion, more important than many practical subjects which may come before us. The practical subjects are important in themselves, but we must have a correct theory at the bottom, if we are to reach ultimate success. But there is a difficulty, which is, that there is nothing with which we can compare a Normal School. That is the only point on which I differ with the gentleman who presented the paper. We commonly divide schools into scientific and professional; and we have different classes of these. Now, if a Normal School must be brought under either of these categories, it must be a professional school; and yet it differs, in some important points, from any other. For instance, in a medical school, lectures are given in sciences, and in that respect it is much like a school of philosophy, or philology, or any other science. In a medical school the students are not trained to give instruction in medicine; in a Normal School we are called upon, not to train pupils in science so much as to show them how to teach others. To make the comparison complete between a Normal School and a medical school, the professors in a medical school should train their students to make other doctors. The idea of a Normal School does, in a certain sense, overshadow all other schools, because it trains teachers how to teach every branch. I have seen not a few learned men, even in our colleges, who need to go through this normal process as much as those who teach addition or multiplication. This necessity goes through the whole course, so that a man needs to be trained how to teach the differential calculus as much as to teach the alphabet.

Adjourned.

WEDNESDAY AFTERNOON.

After the reading of the Constitution, the names of the members in attendance were enrolled, numbering seventy-one ; and fifty-four persons present, especially interested in education as teachers, or otherwise, were voted in as honorary or corresponding members.

DISCUSSION RESUMED.

Dr. GEO. B. EMERSON then resumed his remarks with reference to the Normal Schools of Prussia, repeating that they were intended for a class of persons below any in the free States of this country. It is not proper to draw any inference from them intended for a class that does not exist.

But in the gymnasia the teachers go in and hold communication with the understanding of their pupils for three hours together, having complete possession of all that is to be taught from beginning to end. There were no exceptions in the elements of the learned languages ; but in the classes in the higher authors, text-books were used. In those schools I saw specimens of teaching the very elements that I should like to make known familiarly to all the teachers in all the Normal Schools in the country. A man highly gifted, thoroughly educated, fitted to be the head of a university, going in day after day, and teaching little children the first lessons in their alphabet. I know from what I have seen in the gymnasia of Berlin, and Dresden, and Leipsic, that the teaching is as good as it can be ; but the teaching for such schools as are imagined to correspond to our Normal Schools, is not to be compared with ours. We have an infinitely higher material out of which to make the teacher. The great difference between the schools of Germany, France, Switzerland, Sweden and Norway and those of ours is, that in all those countries they have not discovered the fact that woman is the God-appointed teacher. A gentleman was sent here from Sweden, a few years ago, to examine the schools in this country, to see if he could not find something to carry back to his own country. He went with me to visit the schools at West Newton ; and after he had seen a large class of young ladies recite in different studies, and heard them examine each other, after having spent three hours there, he said : " This is worth coming across the Atlantic for. We can now provide for the poor scholars in the mountain districts of Sweden and Norway. There are many capable women there, who can be

easily rendered suitable teachers. This will be the means of my suggesting to my King the propriety of filling those schools with female teachers."

In traveling across Switzerland, I was for several hours one day in company with a very intelligent Swiss, who was much interested in education. We passed by a school-house and saw an exceedingly stupid-looking man, who appeared as though he might work ten or twelve hours a day at the plow, and the land be all the better for it. But he did not look as if he could teach. I asked him if that was a sample of their teaching, Yes, said he. We passed, not long after, a field where there were many intelligent-looking females at work. I suggested to him that in my country those females would be in the schools, and the man at the plow.

Mr. GREENLEAF, of Brooklyn, inquired where the teachers in the gymnasias acquired their skill.

Mr. EMERSON said the gymnasias had been established many years, and that in no part of the world had so much attention been given to the best methods of teaching, as in Germany. He did not know that they had any special instruction in the art of teaching, except that which comes from a course of instruction during ten years, where teachers have been selected who know how to teach perfectly well. 'The most beautiful teaching that I saw in Germany was by one who had had a ten years' course in the gymnasium, where all the teaching there was as good as possible, who went to the university afterward, but where he did not learn anything in the art of teaching; and after he left the university, he took a class of forty little boys who did not know their alphabet. I do not know that there was any special training in the art of teaching in the gymnasium; but if all teachers were as good as those in the gymnasias, there would be no need of Normal Schools.

Mr. J. W. DICKINSON, Principal of the Normal School at Westfield, Mass., said he had found some difficulty in the management of Normal Schools. He supposed the primary idea of those who established them was, that they should be confined to teaching methods; and it was taken for granted that the scholars would have the mind and knowledge necessary for teachers. I do not know, said he, but this theory is the correct one; but practically we have no such scholars present themselves for admission. They do not have the knowledge and discipline necessary for teachers; so that



while the plan is founded upon a correct principle, the theory can not be carried into practical effect. And, if they did have the right principle and knowledge before they entered, there would be scarcely any necessity for Normal Schools. For if they had pursued the right discipline in obtaining the knowledge, there would be suggested to them the best methods of teaching others.

I think we should elevate the standard for admission ; and it will be necessary to settle what that standard shall be. Shall it be scholarship, or physical appearance, or mental strength, or knowledge ? For if we confine the examination to the amount of knowledge they have, we may shut out some who, after a time, would make the best teachers. Thus there is a practical difficulty in this respect.

Another idea presented by the author of the paper was, that some of those admitted, should not be required to go over the same course as those who were less qualified. I would like to know if any could be excused from passing over the elementary course. So far as my experience goes, there is no scholar admitted who does not have a necessity for passing over the elementary course carefully and thoroughly. As a general truth, they have neglected the elementary studies. Those in the seminary where I am, and who are nearly ready to graduate, are most willing to take up the elementary course, and to be drilled in the elements.

Another point referred to was the effect of the normal instruction on character. I fully agree, said he, that such instruction should be given as to make every department of the nature strong. To do this some radical change is necessary. There should be a longer course in the schools, and none except those who have gone through it, should receive the certificate of the institution. This may not be practicable now, but as the system comes into favor we should look to this end.

Prof. PHELPS, of Trenton, said this association was organized for the purpose of improving the character of our American Normal Schools. That pre-supposes that they are defective, if you please, that they are in their infancy, and that they demand to be improved. It is one of the objects of this Association to secure this improvement.

In the outset, we must know what we would have the American Normal Schools to be. If I understood the pith of the paper

that was read this morning, it was that one of the great objects of the American Normal School is to build up a system pre-eminently American; that is to say, a system which shall be in harmony with the character and genius of the American people.

Another object, as was stated, was that of training up and sending forth a succession of apostles, who shall go forth and preach this American idea in its purity, and carry it out practically in the every-day life of the school. As one means of securing this result, our friend recommended that the American Normal School should be less scholastic in its character, and more professional; in other words, that it should be as essentially a professional school, as a medical, law, or theological school; And it was suggested by our friend Dr. HART, of Philadelphia, that the comparison was not as striking as it ought to be, that to place them on a level, there should be institutions for teaching how to make doctors, and better ones than we have; how to make lawyers, and better ones. I conceive that position is the true one. Then our Normal Schools demand something more than we demand of other professional schools; for their true object is, to teach others how to teach.

Now the great question is, how is this result to be obtained? in what way are we best to teach others how to teach?

It was suggested by Prof CROSBY, that to obtain the true objects of the Normal Schools we must raise the standard of admission.

With all due respect to his experience, I must beg leave to differ from him. If the standard had been raised in this institution as he would have it, we should have had no pupils to instruct. Here are the startling facts in the case, that by far the greater part of those who go into our schools to teach are absolutely ignorant of the principles of arithmetic, grammar, and geography. How are you to teach them how to teach that of which they know nothing? Here a difficulty of immense dimensions is presented in the outset. When all our common schools fail to make their pupils acquainted with these principles, what can you do? Will you refuse them admittance while they are thus ignorant, and while, at the same time, all our schools, academies, and colleges fail to remove that ignorance?

But admitting that only the art of teaching how to teach should be taught in the Normal School, I want to know how you are to teach the best methods of teaching any one branch, but by teaching

your class in the same way, or in accordance with the same principles which they should apply in their school-rooms. It seems to me that giving instruction in the elements of any science is one of the best ways to train teachers to teach that science.

But that is not all. The simple teaching of arithmetic, grammar, and geography is the least part of our teaching in common schools; and teaching how to teach is the least important part of the training in Normal Schools. That teaching that does not regard the high destiny of man is unworthy the attention of any community. It seems to me that we cannot, at present, exclude the idea of giving elementary, direct, literary instruction in our Normal Schools. I do not know how it may be in Massachusetts, but we will grant that the people of that State are in advance of New Jersey, Pennsylvania, and New York, and therefore they are better prepared to raise the standard of admission into the Normal Schools than we are. But let me call attention to the fact that some Normal Schools have died out. What was the reason? Those which simply sail under the name without the power must go out.

The paper of Prof. CROSBY was such as to justify us in drawing many important inferences. First, the Normal School must be conducted with direct reference to training up a class of teachers. Therefore it can never be an appendage to a high school or a college. These experiments have been tried so far as to justify us in believing that no such thing is practicable. The result of such an attempt in New York is known by all to have been a failure. The attempt was made in Kentucky to establish a Normal School in connection with the University of the State. It did not survive two years. Engraft your medical or law school upon the academy, and you will do a more sensible thing than to engraft a Normal School upon an institution of that kind.

We want to have definite ideas as to what a Normal School should be. It seems to me that it should be an institution in which every exercise and every influence should be of such a character as to make the best teachers that the ingenuity, that the means, that the mind of man can produce. What is the work of the teacher? Is it to make good accountants, or good business men, or to lay the foundation for good lawyers and good doctors merely? No, sir; the work of the teacher is to make men; men able to comprehend the epoch in which they live, men able to comprehend what their high destiny

is, capable of acting their part on the theater of life as men should act. After all our discussions we shall only make an approximation to the true idea of a Normal School. I trust our future discussions will tend more and more to develop the particular means, and methods, and principles by the operation and application of which the true idea of an American Normal School shall be wrought out.

Prof. S. M. HAMILL, of New Jersey, thought the idea expressed by Cicero, *docentes dicimus*, was embodied in the true idea of a Normal School. Teaching is one of the most difficult arts, and he who can teach a child can teach an adult, with proper intellectual and scholastic attainments. He thought there was apt to be too much teaching.

Prof. J. P. WICKERSHAM, of Pennsylvania, said he had listened to the paper and the discussion upon it with interest; but there were some questions which had not been solved to his satisfaction as yet; viz.: how much academical instruction may the Normal Schools give; and on the other hand, how much professional instruction may academies and colleges give? The limit has not yet been fixed. It is impracticable to manage Normal Schools yet without giving scholastic instruction; and if, on the other hand, those instructed in academies and colleges can teach well, there is no place for Normal Schools. But I do not believe, said Mr W., that academies or colleges have ever made teachers; and I do not believe, though their methods of training may be good, that they can make them. Now and then a good teacher comes from them, but nature made him, and not the academy or college. They tell us in Pennsylvania that academies and colleges will furnish teacher-. They tell us so in New Jersey, and, if I read the report right, they say so in Massachusetts.

We have too few Normal Schools. We have 15,000 teachers in Pennsylvania; what can a few Normal Schools do toward preparing them for their work? We must increase their number and extend the course of study in them.

Rev. B. G. NORTHROP, Secretary of the Association, contended that the theory of the Normal School should be right, notwithstanding the admitted difficulty of fully reaching it in practice. Our theory in education will shape and subordinate all the processes. An erroneous theory will impair our whole system, and vitiate all

our methods and details. No point has come before us here more fundamental, practical, and important than the question, What is the primary and leading purpose of the Normal School?

Nor is it any valid objection that we do not yet work up to our theory of advanced qualifications for admission. Who of us has reached his own standard in moral or intellectual culture? And yet are not our attainments likely to be proportioned to the elevation of our aims. Certainly if our standard is low, our practice will be lower. In Massachusetts the standard for admission to our Normal Schools has been steadily advancing, and the next five years, it is confidently believed, will witness greater progress in this direction than has yet been made in twenty years.

It is objected that in some States a high standard would exclude all applicants. Then yield to the compulsion of necessity, till an advanced public sentiment and increasing culture remove the difficulty, and the earnest advocacy of the true theory of Normal Schools will hasten the coming of that good time, while the opposite view will prolong the evil. The Normal School should no longer be regarded as in any degree a competitor of the high school, academy, or college, and those who have completed the full course of the high school or academy will be most interested and profited by the special and professional learning of the Normal School.

The PRESIDENT said: We differ in practice only, while we agree in theory, and the difference in practice is the result of the circumstances in which we are placed.

Gen. H. K. OLIVER said he was present at the examination of the cadets at West Point, in 1847, and the results there illustrate very well what the Normal School should aim at. At that time one of the cadets was called out, his name being taken from the roll placed in the hands of the examiners, and he was required to take the command of the battalion and control its movements on the field in the presence of his own commander and of the examiners. Then another and another, to the number of half a dozen or more, were thus called out, without previous notice, to take the command.

These young men evinced a promptness and skill in commanding that proved them competent to have a company in their charge. That kind of training is what teachers need; to be so qualified by previous drilling as well as instruction, that they can take the com-

mand of their corps of pupils and carry on the school with efficiency and certainty of success.

Gen. O. concluded by expressing the opinion that every one who aims to become a teacher must have an opportunity of witnessing good teaching as well as listening to lectures on methods.

Dr. McJILTON thought they had settled the question, that the teacher must be taught how to teach. To do this, he conceived there must be proper instruction and practice combined. The academy and college, he thought, could never supply the demand for teachers. In the Normal School, he whom nature has fitted for a teacher can have his powers properly developed and exercised.

There is a great work to be done to prepare teachers for their labor. He would have instruction in the branches to be taught combined with special training for the work of teaching. The elementary branches are of vast importance, and should be attended to in the Normal School.

G. N. BIGELOW, Esq., Principal of the Normal School at Framingham, Mass., said: I desire to answer the question as to how the good teachers in the gymnasia in Prussia are made. I think that in addition to the fact that they have had ten years' excellent training under good teachers, and then four years in the university, where, it is true, they are not much helped; they go into the classes to teach, some in mathematics, others in history, and are watched over, and if not found successful, they are dropped; but if found successful, they are allowed to go on year after year, teaching the same branches. I know one teacher who taught mathematics thirty years, and, if living, he is teaching in his thirty-fifth year. A man who teaches thus, can teach pretty well.

I have heard our scholars say they are almost discouraged because they hear so much about the soundness and thoroughness of the German teachers, who teach without any book. But I am prepared to say that with the same preparation and the same scholarship, our teachers will teach better than they do. The information of some who graduate from the gymnasia is not such as we should be satisfied with in the scholars of our high schools in some respects. Their knowledge of the geography of distant countries is not so good as it is even among our own teachers. In many things we are far behind them, while in others we surpass them.

On motion, by Mr. NORTHROP, the further discussion of the subject was suspended.

Mr. C. E. HOVEY, of Bloomington, Illinois, then read a paper on "*Model Schools, Schools of Practice, or Experimental Schools.*"

On motion of Rev. E. C. WINES, the following resolution was adopted :

Resolved, That the cordial thanks of this Association be tendered to the Hon. RICHARD S. FIELD, for his generous invitation to entertain the members of the Association at his mansion, in Princeton, on Friday next, and that we cheerfully accept the invitation to visit the literary institutions of Princeton, and partake of his hospitalities on that day.

Adjourned.

WEDNESDAY EVENING.

On recommendation of the Committee on Nominations, the officers of the Association for the last year were re-elected as follows :

Wm. F. Phelps, of N. J., Pres.	A. Holbrook, Ohio, Vice-Pres.
Geo. N. Bigelow, Mass., Vice-Pres.	B. G. Northrop, Mass., Secretary.
David N. Camp, Conn., " "	J. A. Bartholomew, Conn., " "
Dana P. Colburn, R. I., " "	John W. Dickinson, Treas.
David H. Cochran, N. Y., " "	John W. Bulkley, N. Y., Councilor.
Charles E. Hovey, Ill., " "	Philip A. Cregar, Penn., " "
Richard Edwards, Mo., " "	Alpheus Crosby, Mass., " "
A. S. Welch, Mich., " "	Miss Irene B. Colby, " "
A. S. Robertson, C. West, " "	" Martha Kingman, Mass., " "
— Monk, P. Ed. Island, " "	" Frances P. Morrit, " "
— Chauveau, C. East, " "	" Eliza B. Woodward, " "
John Ogden, Ohio, " "	

Prof. CHAS. E. HOVEY declined the office of Vice-President, but no action was taken on the subject.

A valuable and practical address on the Normal School System of Massachusetts was given by the Hon. GEO. S. BOUTWELL, of Mass. We very much regret that our excellent and accurate reporter did not furnish a sketch of it.

Prof. PHELPS explained a former remark of his by saying he did not mean to be understood as claiming that the best method of teaching the art of teaching was to teach any particular branch in the best possible way ; but he simply put the question if that was not *one* of the best methods. We do not claim that there is any *one best*

method, but that Normal School best fulfill its objects which most judiciously combines all the most approved methods.

Gov. BOUTWELL responded that he only desired to show what was the theory that should be adhered to, although they were often obliged to yield to circumstances and admit pupils less qualified than they should be.

The best teaching in Massachusetts is not generally by the best educated men. Provision was made in 1853 for educating forty-eight young men at the colleges of the State, the State paying part of the expense, upon the express agreement that the recipients of this favor should teach four years in the schools of the State or refund the money; and there was a provision that these graduates should have the privilege of attending a Normal School one term. We have not been able to get one of them into a Normal School. I do not know what the influence of college life is, that it leads them to suppose they are educated in the art of teaching when they leave college.

Prof. C. E. HOVEY, of Bloomington, Illinois, wished to inquire if there is now, or ever has been, a Normal School where four fifths of the time was not spent in teaching the branches of learning, and only one fifth in teaching the art of teaching.

Gov. BOUTWELL replied, that he was willing to admit that the proportion was as suggested; but still, we must work with a definite plan, and must keep the distinction which has been again and again presented between Normal Schools and others.

Mr. EMERSON stated, to prevent misapprehension in regard to the State scholarships of Massachusetts, that only one class had graduated since they were established. Only nine students have come out who could enjoy the advantages of it. To enjoy them, they must occupy a position in the first half of their class; and some of them got below that. He did not think a class would easily be got into a Normal School where they would not need to teach four times as much fact as of the art of teaching. But there is such a thing as teaching the art of teaching the very elements—the alphabet, counting, etc.

Prof. CROSBY stated that graduates of colleges had attended some of the Normal Schools of Massachusetts, and asked Mr. Dickinson, of Westfield, to state if some had not been in his school.

Prof. D. P. COLBURN, of the R. I. Normal School, said he had

known college graduates in the Normal Schools of Massachusetts and Connecticut; and some who are attending college have attended the Normal School of Rhode Island.

Mr. PECKHAM, of Newark, said that college graduates had attended the Normal School in Newark.

Mr. DICKINSON, of Westfield, Mass., said that one gentleman who was a graduate of a Normal School before entering college, had returned after leaving college, and two others had been in the school at Westfield ten weeks. They manifested the same good spirit which actuates other members of the class.

Mr. ROWE, of New York, knew two others, one of whom had graduated twenty-four years before he entered the Normal School, where he spent four months.

Prof. D. N. CAMP, of the Connecticut Normal School, said it was not uncommon for graduates of Yale College to join the Normal School before teaching, though they do not usually spend a long time there. There have been instances of graduates who have gone through the whole course and taken a diploma.

Mr. HOVEY did not believe any graduate of a college would enter a Normal School if he had been thoroughly acquainted with the elementary branches before he entered college. If the theory of Normal Schools is to be that you are only to teach the art of teaching, no Normal School can be supported three months in the United States. You can not drive a man into one who understands perfectly well the subject-matter he is to teach. To get methods of teaching is not the thing that takes students to these schools. They want not only to know how to teach, but what to teach, and why such a thing is taught in a particular way. Those schools that teach the subjects as well as the way to teach them, turn out the best teachers. My idea, said Mr. H., is, that a true Normal School is one where they aim to give their students: first, *what to teach*—let them know as much as possible before they come, provided they do not know so much they will not come; then, *how to teach*.

Mr. COLBURN—I did not think of rising; but an allusion has been made to my own teacher, Mr. Tillinghast, a man whose memory I shall always cherish, who has done as much as any teacher in this country, and has left his mark deeply on his pupils.

I wish to speak of his course in the Normal School. He did the work which the gentleman from Illinois has indicated, that of

instructing in the branches to be taught ; not because he believed it was his duty to do that as a teacher of a Normal School. I know that ; for I was a teacher with him three years, and I was a member of his family for some time, and therefore I know perfectly what his views were on that point. He felt that teaching the elements was not his appropriate work ; he regretted that he was under the necessity of doing it, and he tried to relieve himself of it as much as possible. He came to that school without much knowledge of methods ; he saw the defects and the excellences in existing institutions, and he worked out his own plans, which his pupils have carried out in their schools with great success. His practice, his theory, his life will not warrant the inference of the gentleman from Illinois, that Mr. Tillinghast preferred to teach the art of teaching by drilling in the branches to be taught.

Mr. F. A. SAWYER, of Charleston, S. C.—It seems to me that the remarks of gentlemen do not reveal a decided difference, but are views from different stand-points. It is true that the subjects which we are to learn, how to teach in Normal Schools, must be taught there as to their principles. We must not only learn how to teach arithmetic, grammar, etc., but we must learn the branches themselves. In the High Schools they are taught as an end, but in the Normal Schools they are used as an instrument to gain an end. It is utterly impossible for me to show you how to weave unless I have the warp and woof. I can not teach how to teach arithmetic or geography unless I use the facts in those sciences to illustrate. Undoubtedly the theory of a Normal School is, that it is a place to learn to teach. It is equally obvious to me that the knowledge of every one of the branches to be taught must be there brought out in the best possible manner ; and while Mr. Tillinghast was giving instruction in the branches, he was acting on this very theory. His main object was to teach teachers how to teach, and at the same time he used these branches as the tools of his trade. So that it seems to me that both sets of opinions agree.

I presume we all agree that the object of Normal Schools is to raise teachers, and not to give primary instruction ; and at the same time, there is not, and probably never will be, one that works up completely to its theory. We work up to no standard fully ; we only work approximately. That is no reason why we should not keep the aim high and do what we can to reach it. A man may

lecture on methods of teaching all his life and not make good teachers. It is necessary that he should show his method of teaching.

There is a great advantage in a Normal class being thoroughly acquainted with the principles of the branches of study, for then the attention may be directed to the methods entirely.

Mr. COLBURN—I suppose no one will say the practice comes up to the theory. The same is true in the Grammar School. But I do not believe any one can teach that which he does not know himself. The knowledge must be had, whether it is obtained in the Normal School or elsewhere. The person who, in the Normal School, has to give all his attention to learning the subjects, can give none to methods.

A committee, consisting of Gen. H. K. Oliver, Rev. E. C. Wines, D.D., Frederick A. Sawyer, John Ogden, and John S. Hart, were appointed to prepare and report resolutions relating to the life, character, and educational labors of Hon. HORACE MANN.

THURSDAY MORNING.

The Association met at half-past nine ; prayer was offered by the Rev. Dr. Wines, and the minutes were read by the Secretary.

DISCUSSION RESUMED.

The subject in order this morning was the discussion of the paper presented by Mr. Hovey, of Illinois ; but gentlemen who took the floor seemed rather to fix their thoughts upon the general topic previously considered, that of the sphere of Normal Schools.

Dr. E. C. WINES, of St. Louis, said : Mr. PRESIDENT—Thus far, in the deliberations of this body, I have been a mere listener—an attentive, delighted, instructed listener. I have heard much here which has enlightened my mind, as well as refreshed and cheered my spirit. With most that has been advanced in the discussions on this occasion, so far as I had formed opinions at all upon the points under consideration, I heartily concur. From a few of the sentiments expressed, I feel constrained to dissent. I have never had the honor or the pleasure to be personally connected with a Normal School ; although I may claim, I hope without arrogance or presumption, to have been a pioneer in the movement which

looked toward the establishment of Normal Schools in this my native State. More than twenty-five years ago I read a paper in favor of the establishment of this class of institutions in an Educational Convention in Princeton, of which the late venerable Drs. Miller and Alexander were members. As soon as Mr. Cousin's celebrated work on the Prussian system of education came out, I prepared and published an extended review of it. In 1836 or 1837, I published a book—"Hints on Popular Education"—in which my convictions of the utility and importance of Normal Schools were set forth at length and with as much strength of language and force of reasoning as I could command. And during a period of some fifteen years—from 1833 to 1848—I published various papers and delivered numerous lectures and addresses, in different parts of this State, in favor of the institution of schools for the professional training of teachers. I refer to these things, not by way of boast—I trust that I am free from such contemptible vanity—but to show that, although I have never given instruction in a Normal School, yet this class of institutions is not altogether unfamiliar to my thoughts and studies.

And now, sir, I desire to say a word or two on a question which has elicited much discussion on this floor, and developed considerable difference of opinion—I mean the true theory of the Normal School—a question, Mr. President, which you have, more than once since this meeting commenced, truly designated as one of grave importance.

The eminent gentleman from Massachusetts (Gov. Boutwell) who addressed us with so much wisdom and eloquence last evening, holds that the true theory of the Normal School is, that it is an institution designed solely and exclusively for teaching the science and the art of teaching, though he admitted that we never had reached, and never could reach, that ideal. The gentleman from Illinois (Prof. Hovey) holds, or seems to hold, that the proper theory of the Normal School is, that it is an institution designed to teach the various branches of human knowledge themselves in the best manner, and, *by so teaching them*, impart to the learners the ability to teach them themselves. Now, I am free to confess that these views strike me as extreme in the two opposite directions which opinion on this point may take. So they struck the gentleman from South Carolina (Mr. Sawyer), whose speech, in my judgment, would have

left little to be said if he had not yielded the theory advanced by the orator of last evening (Gov. Boutwell).

Now, Mr. President, what is the Normal School? It is a professional institution, resembling, in this respect, our medical, theological, law, and military schools. And here I can not but express a very slight dissent from the view entertained by my old and highly esteemed friend, Dr. Hart, that the Normal School differs essentially from the other institutions called professional, in that it aims to teach the art of teaching, and so to make *teachers*, while they aim only to make *practitioners*. Now the fact is undoubtedly so, yet it does not, as I conceive, involve any difference in principle between this and other professional schools, but only a difference in method or detail. All professional institutions alike—the Normal School included—aim to impart knowledge and skill in some particular business, some one or other of the practical arts of life. The medical college aims to impart ability in the business of healing the sick; the law school, in defending the right and in bringing wrongdoers to justice; the theological seminary, in leading men to repentance, faith, and good works; the military academy, in conducting the multifarious operations of war. Precisely in the same way the Normal School aims to impart to some men ability in the business of teaching other men. The general object of all these various institutions is one—that of preparing men for some special pursuit in life; the particular objects differ greatly, which must necessarily give rise to some difference in the methods of prosecuting the general object.

Mr. President, this brings us to a point from which we are prepared, I think, to take another step, intelligently, in our study of the true theory of the Normal School. Since the Normal School is essentially the same in principle as other professional schools, it would seem to follow that a just theory of the Normal School will correspond, in all essential particulars, with the true theory of other professional institutions. If, then, we can get at the true theory of medical, law, divinity, and military schools, we shall not be very far from a solution of the question before us, viz., the true theory of the Normal School. Happily, these institutions have been so long in existence, and are so well settled in their principles and practice, that all here is light and certainty. The true idea of a medical college is not that it is designed simply to teach the theory and prac-

tice of medicine, but also all the wide range of knowledge connected with that profession. The true theory of a divinity school is not that it is an institution designed solely to impart the art and mystery of making and delivering sermons, but also to teach theology, exegesis, ecclesiastical history, and all other knowledge needful to the successful preacher. So of the other professional schools referred to. The primary object of all is to impart skill in some particular profession; but, as subsidiary and conducive to this, they all alike aim to impart at the same time the knowledge belonging to that profession. What, for instance, would be thought of a divinity school which should require of its candidates to be versed in theology before entering, and should confine its actual curriculum to the department of homiletics, *i. e.*, to the science and art of sermonizing? What would be thought of a military academy which should require, as a condition of entrance, that its cadets be acquainted with the mathematical, historical, and other knowledge necessary to the military profession, and should limit its actual labors to the endeavor to impart the additional knowledge of the art of fortification and military tactics? The theory, then, of all professional schools, other than the Normal, is, that they not only train their students to the special duties of their several professions, but also impart to them the essential knowledge, or knowledges, belonging to those professions. Does the Normal School form an exception? If so, upon what principle is its exceptional character based? If such exceptional principle exist, I have never yet perceived it, and would be glad to have it pointed out. With the light I now possess, and after bestowing the best thought upon the subject which I can command, I am brought to the conclusion that the just and true theory of the Normal School is, that it is, in the strict and proper sense, a professional institution, and that it should aim, primarily, to impart to its pupils a thorough preparation for their future profession of teaching, and, secondarily, an ample and complete knowledge of the branches of learning properly belonging to that profession. And I can not but look upon any theory of these institutions, which confines them to the labor of imparting to their students, simply and solely, the science and the art of *teaching*, as not sufficiently broad, comprehensive, generous. On the contrary, such a theory of the Normal School seems to me far too rigid, narrow, partial, pinched, and chilling.

I submit these views with a very great and cordial respect for the opinions of a contrary kind which have been expressed, and for the gentlemen who have expressed them. It did seem to me, last evening, something like a fog or mist was settling down upon the question; and whether I have done anything toward clearing away that mist, must be left to the judgment of others instead of myself.

Gov. BOUTWELL responded. If you have a Normal School, will you have a theory as to what it shall be? Do you contemplate anything? Do you mean to do anything that other people, other schools, other institutions do not contemplate doing? If you do not, why do you have institutions which you call Normal Schools, and why do you assemble here as the representatives of this particular interest of education in the country? Does any man say that he has no theory, no purpose, no idea, that he does not contemplate doing anything different from what other people do? If he says that, very well; the whole thing is at an end. But if you say you have some idea, some purpose toward which your efforts shall tend, then what is it? Is it to teach the alphabet? Is it not taught in every kind of institution in the country? Then how do you differ? Is it to teach the multiplication table? Does not every girl of fifteen, who goes out to teach in the public schools, teach that? Why do you expend the sums you do on this institution? Is it to teach geography? What claims have you to public consideration on that ground? None at all. Have you not enough schools to teach that more cheaply and just as well? Do you propose to make of the Normal Schools just what the High Schools are? Do you propose to make other colleges of them? Then there is no consideration in their favor on that ground. Your Normal School must have distinctive characteristics based upon the distinctive idea of the purpose in view, or else they are nothing.

Now, what is your theory? I say it is, that you are to teach the art of teaching. Any other answer, I submit, is liable to the objection I have already indicated, that you are proposing to do, in a more cumbersome way, that which other people are doing more economically. Then, if you must have a theory, and if that theory inevitably is that a Normal School shall teach the art of teaching, is it any objection that we do not realize our theory? I admit that we have not realized it anywhere. But what of that? I said, last evening, that the theory of the medical profession is to cure all the

ills that flesh is heir to, but I said they had failed; so the law schools have failed. The gentleman from St. Louis (Dr. Wines) says the theory of the law school is to enable gentlemen to defend the right and oppose the wrong. I admit that is the theory, and I will not say how near the practice has come to it. (Laughter.)

To some extent the Normal School is a professional school, underlying all other schools; and with all respect to those schools, it would be of great advantage if persons who conduct them had the power which the Normal School would give them. (Applause.)

"Twice two are four; twice three are six; twice four are eight." Do you have any evidence from that recitation that I can teach the multiplication table? None at all. But if the suggestions made here are true, it follows that a person who has learned the multiplication table by heart has nothing more to do to enable him to teach it. If a person can repeat the multiplication table up to ten, does it follow that he is too far advanced to enter the Normal School? Suppose, at a military school, the order were given to shoulder arms, and the cadet should proceed to make a musket! That would be like the teacher attempting to teach before he has made himself acquainted with the use of the arts which he would teach, and the best method of teaching them.

I fear that if this Convention shall allow the idea to go abroad that it is contemplated by the managers and supporters of Normal Schools to do what is done elsewhere, the public will come to the conclusion that all these things can be done cheaper at other schools. But if we contemplate teaching the art of teaching only, it is the common lot of humanity that we have failed thus far in realizing our ideal. But let us maintain the doctrine that the business is to teach the art of teaching, and that we will receive pupils only who are prepared to enter at once upon the course of instruction.

Prof. WICKERSHAM called attention to the question for discussion, which was the paper of Prof. Hovey.

The PRESIDENT said he had waited for some gentleman to call attention to it.

Dr. McJILTON desired to have the present discussion continued.

Prof. WICKERSHAM did not believe there was any practical point before the Association. There was no gentleman who doubted that the business of a Normal School is to teach the art of teaching.

There is not, however, a Normal School in the country that can, at present, dispense with giving academical instruction. The question is therefore settled practically, let the theory be as it may.

Prof. W. then referred to the topic of Prof. Hovey's paper, which was "Model Schools, Schools for Practice, Experimental Schools." He had heard in Pennsylvania three objections against model schools. First, that the classes in the school are very much disarranged when members of the Normal School are sent in for practice. The student teachers of the Normal School also complain that the time they spend in the model schools is not sufficient, that they learn very little as to modes of teaching in them. The people of the towns where they are, also complain that their children are sent to the model school to be experimented upon; that they are placed in the hands of unskillful teachers, and that the instruction is changed from day to day. We, in Pennsylvania, want to hear how these objections can be answered.

Prof. HART, of Philadelphia, said that in the model school there, the instruction was so much better than in the other schools, there was the greatest competition on the part of parents to get their children into it. They have there, in each school of practice, one permanent teacher who has charge all the time, and the pupil teachers from the Normal School come down two at a time and take charge under the direction of the professional, skilled teacher.

Prof. CROSBY being called to the chair, Prof. PHELPS first spoke of the different terms used in the title of the paper read by Prof. Hovey. The three names distinctly enough indicate what is expected to be accomplished by that branch of the Normal School establishment. First, it is a model for the future teacher to study; and if we go back historically, we shall find that the model school was the original Normal School, where the art of teaching was studied, and where the information obtained by observing the model-school instruction was carried out in the practice of the teachers.

Secondly, another idea is, that those who visit shall take part in the instruction of the model schools. Therefore the model school answers the purpose of a school of practice or experimental school. It is used, also, to test the ability of the student to teach; and sometimes it is made the final test of the fitness of the teacher, and sometimes diplomas are refused to graduates because they are not successful here.

It is true, as Prof. Wickersham has suggested, that the pupils of the Normal School are somewhat interrupted in their studies by their visits to the model school, and I do not know how that can be avoided. But my experience has been that though there is this disadvantage, it is more than compensated for by the practice which they obtain. As to the objection of parents, that their children are experimented upon, it is more imaginary than real. It was my fortune to have charge of one experimental school for eight years, in which there was no permanent teacher, and all the instruction was given by the Normal class. Each member was required to observe one week and then teach a week. Of course the instruction was very much varied and there were disadvantages from it. Nevertheless, that school was so popular, that there were always applications in advance, sometimes twice as many as could be received, and that too in the face of the fact that ten and twelve dollars per session was the charge for each scholar. Practically, therefore, these objections are all answered; because these schools do exist and are very successful notwithstanding them.

In the school connected with this institution, the main thought is to afford a good standard for observation and study. We want every pupil to see what a really good school is. That is our first thought. Secondly, we desire to give them practice as teachers. But we must avoid some of the objections which will be made on the part of those who send their children; and so we adopt this expedient. In each department there is a permanent teacher; and the instruction during the first session of teaching by the Normal School pupils, is under the constant, direct supervision of the permanent teacher, who may suggest improvements as they are called for. We do not send any Normal School pupil to teach during the first term of his or her attendance here, because we say they must have their scholarship improved before we will allow them to deal with these young and tender minds. Each Normal pupil spends one week in each term after that, in the experimental or model school. But something more than that is necessary; so we have another school.

There was established, about a year ago, in this city, a school for friendless children. They were brought together by some ladies, clothed and fed, and an effort was made to instruct them and train them to habits of usefulness. The question was, How can they be instructed? We made a proposition to give all the instruction that

the children might require if they would see that they were in school each day at a given hour. We fitted up a room and the children were brought into it. They were the most ungovernable children I ever saw. One little boy only four years old used oaths such as I never heard, and his breath was so offensive with liquor that a person of delicate nerves could not stand near him. They were all over the room, whistling and dancing. Two persons were selected from our most advanced class, a little advice was given them, and they were required to go into that room and bring those children under subjection; to mark out a course of study for them, and to do by them as all children should be done by in a good school. The first three or four days were dark ones to those teachers. But they went at it with hope and a good spirit; the gentle yet powerful influence of love was employed; the children were affectionately dealt with for the first time in their lives. In consequence of that treatment, in two weeks they were brought to a good degree of order; in four weeks it would be impossible to distinguish between them and any other like number of children; and at the end of four months it would be difficult to determine that they did not belong to the better classes in society. An exhibition of the results of four months' instruction was given in one of the churches of the city, and the result satisfied the large audience, not only as to the practicability of experimental schools, but also as to the almost superhuman power of education, when it is conducted according to the true theory and in the right spirit.

The results of our schools have settled the question for us, of the practicability and necessity of model or experimental schools, in connection with instruction in the art of teaching. I look upon them as indispensable; I do not think a Normal School is complete without them. I am aware that there have been failures of such schools, but I think there were adequate causes; the two were not closely enough united under one general administration; they must be parts of one great whole in order to be useful and successful.

I admit that the success of the model school depends very much on the character of the schools in the vicinity.

In answer to an inquiry of Dr. McJilton, Prof. Phelps said that the model school and experimental school were substantially the same, as he used the terms.

Dr. McJILTON—Do you require that your Normal pupils shall be

fully instructed in the branches they are to teach, before they go into the model school to teach?

Prof. PHELPS—We do not. They are to have five months' instruction before they can teach. Our students are so poorly prepared that we must take that course.

Mr. D. S. ROWE inquired if those sent to the model school to teach were selected with reference to their teaching particular branches; to which Prof. P. replied in the negative. In the model school here, he said, there are eight grades, and every pupil teacher during his course has an opportunity of conducting each of these grades.

On motion of Mr. COLBURN, all further discussion was suspended until after the reading of the next two papers.

The first paper was presented by JOHN OGDEN, Esq., on the question—

"To what extent can the art of Teaching be taught in our Normal Schools? What are the best methods of doing this?"

1 To what extent can the Art of Teaching be taught in the Normal School?

2. What are the best methods of doing this?

These inquiries, as has been demonstrated in the discussions of this Association, involve the necessity or uselessness—the utility or inutility—of the whole Normal School enterprise. All will agree that upon the extent to which special instruction or professional training can be given in Normal Schools, will depend their superiority for fitting teachers for their duties over other literary or scientific institutions. If, as some still assert, there is no science of education, nor art of teaching, save that which results from a knowledge of the several branches of study; or, admitting there is, still maintain that it can be as well and as extensively taught in the college, the academy, and the common school, under their present organization, as in the Normal School, then indeed it would seem there *is* no need of the latter, and we are found here advocating a false claim.

But twenty years' experience in Normal Schools ought surely to have given us sufficient data upon which to predicate a belief, *pro* or *con*. It is high time, fellow-teachers, it is high time we came to some conclusion upon these matters. It is high time we established some settled policy in reference to these schools, or else abandon them altogether. We can not afford to be forever debating the question whether there is or is not a Science of Education; whether there is or is not a necessity for Normal Schools. If there is, we ought to demonstrate to the *world* a truth that affects so vitally the interests of education. Our time, our labor, our *energies* are too precious to squander on vague and uncertain speculations concerning the Normal School, if so be it is not a reality—nay, an inevitable necessity.

It is not our purpose, however, to discuss those issues any further than what will result from arguments involved in determining to what extent the art of teaching can be taught in the Normal School. But we take occasion to state a fact here, which will be rendered more apparent as we proceed, viz., that the seeming failures in the entire triumph of Normal Schools are more the results of inadequate means for organizing and conducting them, and from mistaken views as to their real design and capabilities, than from any error in that great and fundamental idea which they represent, and which underlies all human growth and human progress—all mental, moral, and physical development; we mean, that in order to educate a human being, *he must work*—he must grapple single-handed and alone with the difficulties in the path of education. No second person may step in to deprive him of the needed labor any further than to afford him the necessary conditions of growth. It is a hand-to-hand fight. Every step of the way is disputed, not by foes of human progress, but by toil and strife, whose

sullen frowns or wary smiles excite the soul's energies to combat and victory. The individual must himself wield the instruments of his education. In other words, he must think and act, or *teach* as the Heaven-appointed, and, indeed, the only means of his own perfect and full-orbed development of soul, intellect, and body; and, by so doing, he affords the conditions of growth and education, in the greatest abundance and truest measure, to others immediately below him. This is what might be called the Divine Harmony of Education. It constitutes at once the cheapest, safest, simplest, and altogether the *best* mode of educating the race. But this will be rendered plainer as we proceed.

To determine the foregoing questions, it will be necessary to inquire—

1. Into the nature and scope of the teacher's duties and responsibilities.
2. Into the true office, capabilities, and advantages of the Normal School.

These two points settled, we shall be prepared to judge of the extent to which Normal School instruction can be carried, as well as of the proper modes of conducting it.

In other words, we shall be prepared to adjust the supplies to the want—if both have a real existence—and to say how far the redress of those wants lies within the compass of forces wielded by the Normal School alone. The second part of the inquiry, viz., How is this best done, etc., will best be inferred from the investigation of these two propositions.

To understand the first, viz., the nature and scope of the teacher's duties, it will be necessary—

1. To understand the educational susceptibility or capacity of the subject to be educated.
2. To understand the nature and design of the educational

instrumentalities or forces to be employed in such education.

3. To understand and master the educational modes or processes of application by which these results are to be wrought out.

The first of these is a matter of such unspeakable importance, that it may be said, with safety, that no true and reliable processes can be adopted without it. It is the "*sine qua non*" of the Teaching Art. It is a basis and condition of all true progress in the education of the race. It is to the teacher and the taught, what a knowledge of the forces of Nature is to the artist and the agriculturist. If the mechanic wishes to build a house or a ship, he measures strength or force with resistance, durability with exposure, and weight with power. If the sculptor is to carve a statue, he must understand the nature and susceptibility of the marble. If the farmer is to raise a crop, he must understand the character of the soil, its adaptability to the nourishment of the several kinds of seeds and plants. Even if he wish to dig a ditch, or build a wall, he first ascertains, measures, and compares *capacity*, *force*, and *process*; for herein consist the efficiency and success of *all* labor of whatever kind; and surely teaching is not an exception. It is, rather, the strongest illustration of the rule. And the importance of the thoroughness and certainty of this kind of knowledge rises just in proportion to the magnitude of the duties.

But we do not propose to discuss *this* topic here. It were sufficient to add, in the next place, that if his nature and educational capacity are not *understandable*, *then is man not educable*; since the proper direction of his powers—in which alone consists his education—must be the result of this pre-understanding of them. To admit the opposite of

this involves the grossest inconsistency, not to say insult, to the *Creator*. Since it not only compromises his benevolence and general goodness, but his wisdom also, in that it allows that the greatest interests that could concern man, in this world, have been left to mere chance, or to the less reliable dictum of empiricism. Therefore we infer that man is created with educational wants and desires, whose supply and gratification are dependent upon antecedent causes and relations, and that these, in their turn, have been intrusted to him with the most evident design that he should understand and apply them.

It has been stated here, by high authority, that we must not expect to make our practice equal our theory. If it is meant by this that our practice may never equal our theory, then that theory or that practice must be wrong, since there is a discrepancy between the two. We grant that theory may precede practice, both as to time and merit; but if theory does not admit of equal practice, it involves an inconsistency at once. We further conclude—

1. That education is a science whose axioms and principles, whose facts and formulas, are susceptible of definite classification and arrangement.

2. That these can be studied and mastered just as certainly as the facts and principles of other sciences can; or else our boasted craft has no science for its basis; since these are the very conditions, and the *only conditions*, upon which a science is founded.

3. That these principles can be applied in the education of every human being with no less certainty than the principles of chemistry, mathematics, and philosophy are in agriculture and the arts; or else, again, there is no art of teaching, save that which results from chance, since on these conditions alone can any art be founded.

This brings us directly to the answer of the inquiry, "To what extent? etc." We answer, therefore, categorically, *to the full extent*; and if that is not strong and definite enough, we say, *to the fullest possible extent*, if the conditions are right. But where? *In the Normal School, of course*; for where else could it be taught? Not in the work-shop, surely, or by the way-side, on the farm, or in the counting-room or office; though these may develop gifts (they never can create any) almost indispensable to the teaching talent. Nor yet is it taught in the common school or college without separate and distinct appliances there; for if, as has been shown, there is a separate and well-defined Science of Education, whose principles underlie all human growth and progress, though its perfect development may include a knowledge of all other sciences, as conditional to an understanding of this, it would be as erroneous a conclusion to suppose that such science would be developed by the mere study of all others, except this, as that a similar, or the same course, would make first-rate lawyers, doctors, merchants, or mechanics. As well conclude that the study of astronomy would make good anatomists, or that the study of grammar would develop the mathematical powers.

There is therefore a science of education separate from, and in a degree independent of, all other sciences. Its principles find their basis in the laws of human growth and development, and they are subject to our control. The art of teaching is engrafted and grows upon these principles, as a means of developing them, and of educating the race; which art we now proceed to notice, in reply to the last inquiry, viz., "How can the Art of Teaching be best taught in the Normal School?"

1. It is not best taught by teaching the other sciences alone, or by what is called the Drills in the branches to be

taught; though this seems to be one of the necessities at present, arising in part from the backward state of learning among those who enter the Normal School.

2. It is not best done by attempting to grind out teachers after a stereotyped plan, dictating to them in special modes of giving instruction in this science or that, however useful this may be in suggesting original plans; this, in effect, presupposes either that all minds apprehend truth through the same channels, and consequently can communicate it only through *one*, or else that it becomes necessary to force this result as a condition of good teaching. It labors to destroy the individual mind, and to cast it after the type of some leading mind. It essentially interferes with the development of individual talent in the teacher, and circumscribes the limits of independent thinking and acting.

Superintendents, lecturers at institutes, and Normal School teachers get it in their heads that there are particular modes of teaching the several branches which all must observe, and that this constitutes the great burden of the teaching art; and hence they lecture their teachers into uniformity of mode in detail; and teachers, again, in order to make progress—as they suppose—must cast off themselves, and put on the superintendent. They must lay aside their own armor, in which alone they can do any effective service, and they must needs clothe themselves in the unnatural habiliments of their ideal teacher.

Teaching becomes powerless just in the same ratio that it is reflected; and powerful, in the same ratio that it is original and right.

All true teaching is as different from this second-hand article as the sun is from his own rays; and the attempt to embody the mere experience or special modes of teaching the several branches of science into a system, and to call it



Science, and to teach it as such, is not unlike an attempt to battle the sun's rays and to retain and use them in his absence. Bare experience or opinion is not science, and no part whatsoever thereof; and to teach it as such, or to rely upon it as sufficiently accurate for the purpose of the Normal School, is in effect to bring the whole subject of the true Science of Education, and with it the Normal School, into disrepute. These things, fellow-teachers, are the real hindrances to our beloved profession, and the science we would establish.

Now, the teacher, to be successful, must enter the field of conflict equipped in his own mail, not in false armor. He must shine with his own, not with a reflected light. He must warm and invigorate with his own, not with a borrowed heat. He must teach his own thoughts, not another's. He must bring them forth all radiant with his own native intelligence. He must coin them in the mint of his own mind. He must stamp his own impress upon them. "Where shall he get them?" He must manufacture them from material furnished to his hand, from the ten thousand sources open to his access. The ore, indeed, may be brought from a distant mine, but the coinage must be a process purely domestic. And not only so, but it must be pointed and pinioned so that it shall wing its flight to the sanctuary of the mind, making the dark places light and the rough smooth. It only remains now to speak of the best methods, etc., having first glanced at and contrasted some of the poorest.

In accordance with the view advanced in the beginning, viz., to educate a man, he must work, since this is the Heaven-appointed means of developing his powers; so, in order to make teachers, they must teach or practice the art, just as in any other trade or profession. In order to make

a good accountant, he must use the journal and ledger. In order to make a good mechanic, he must take hold of the tools and use them. In order to make a good lawyer, he must plead law; or a doctor, he must practice medicine; a preacher, he must preach; a proficient in any art, he must practice that art. Well, then, how is the teacher made? How does he come to his profession? "*Doctor, nascitur non fit*," is not *fit* to be incorporated in the teacher's vocabulary, however appropriate it might be when read, "*Poeta nascitur*," etc.

There is no other way, then, than by teaching, for in this way alone can his talent be developed. But must he teach or educate before he study the Science of Education? No, no more than that the lawyer should plead law before he understand it; or that the doctor should practice medicine before he understand human anatomy, or the laws of life and health, and the use of remedies.

Now the cases are precisely analogous, and until the force of the comparison is admitted in our practice, as well as in our theory, our profession, and our science, and with them our Normal Schools, will most likely remain where they now are.

But when and where shall the teacher teach, in order to fit himself for the duties of the school-room? We answer, while he is studying this science; for its principles are best evolved when they can be shown in a course of practice; and in the Normal School, since this furnishes the advantages in greater abundance than other schools. The science and the art go hand in hand.

To render the whole matter as brief and comprehensible as possible, these things may be summed up thus:

I. There should be a thorough knowledge of the ordinary branches of study, to which may be added as many extra

and ornamental branches as circumstances will allow. It would be well if all these could be obtained in the common school and the college, though their acquisition is not antagonistic to the exercises of the Normal School.

II. To accommodate the backward state of knowledge and scientific attainments, there should be a thorough class-drill in the branches to be taught, for the double purpose of acquiring greater thoroughness, and of exhibiting the best modes of teaching. This exercise should be regarded as the means rather than the end to be attained.

III. There should be a thorough and systematic study of the Science of Education, which should embrace—

1. A thorough and critical knowledge of man's educational capacity or susceptibility, physical, intellectual, and moral, through all the several stages of his growth, from infancy to maturity. 2. A comprehensive knowledge of the nature, value, and appropriateness of the educational forces or instrumentalities best adapted to reach man's educational capacity, and to redress his wants in each period of his life, and for each department of his nature. 3. A familiar acquaintance with the educational processes or modes of applying the educational supply to the educational want, throughout the several periods of man's growth, and for his physical, intellectual, and moral nature.

This disposition of matters presupposes the existence of an educational system that shall fit man like a garment, anticipating and providing for every educational want, as manifested in his constitution and life. And that such a system can be devised is only in keeping with the great designs of the Creator, who placed man in such a relation as to demand the development of all his powers; and surely his powers can not properly be developed without such a system. The conclusion, therefore, is, God either does not

demand of him such a development, or else such a system is possible, for God never has demanded an impossibility, nor even an unnecessary thing. It is therefore both possible and necessary.

This topic also looks to the thorough investigation and understanding of the school-room duties, in the order of their relative importance. Such discussion should not be confined to one or two of these duties, as, for example, to recitation, which, important as it is, ranks no higher, and indeed not so high, as an educational instrumentality, as study and some others. But it should embrace everything that pertains to School Organization : Preliminaries, Study, Recitation, Business, Recreation, Government, and all of these in their most extensive application, studying the principles that obtain in them, and disposing of them in such a way that they may be applied by the individual teacher to the specific cases.

There is a limited number of principles involved in these duties, and hence they can be arranged as proper objects of study ; but their application is infinite, forbidding even the possibility as well as the practicability of the study and practice of individual modes. This should forever put an end to this eternal rage after pet plans.

IV. The last and crowning exercise, in training teachers, should consist in their giving instruction, and conducting all the exercises, and performing all the duties of the school-room. This should, however, be variously interspersed throughout the greater part of the professional course ; for, just as soon as a pupil learns a thing, he should tell it or teach it ; he should learn to use it, not only as a means of retaining it and of strengthening and developing his own powers, but as the Heaven-appointed means of perpetuating knowledge and of educating those lower down in the scale

of knowledge. The model school thus becomes an indispensable appendage to the Normal School ; and it is rightly termed a model school, since no other form of school approximates so nearly the great idea of a perfect educational process. It constitutes a mutual exchange, an easy commerce, a happy and consistent blending of study and teaching, of acquisition and use, an interchangeable relation of want and supply.

It never was intended that the education of the young should be a burden, either as to expense or labor, much less a drudgery. The Normal pupil needs the exercise of giving instruction and teaching, while the model pupil needs the instruction. Here we see the economy and simplicity of all true modes of educating. It is only following nature's dictates, and giving free scope to man's activities.

To suppose that the education of the rising generations requires the sacrifice of life, health, or the pleasures arising from these, is an admission too monstrous for belief. What, kill the body to make the mind alive? Will the blood of teachers enrich the soil of intelligence? Must the road to learning be paved with the bones of departing and departed teachers? We ought to be ashamed of such doctrine ; and to think of the unborn toil and suffering of the races yet to come, is enough to sicken even the teacher's heart.

But, friends, look up! A brighter day dawns! Education is life, not death ; it is health, not sickness ; it is strength, not weakness ; it is liberty, not restraint ; it is glorious action, busy thought, and exercise to all man's legitimate powers. It makes a man stronger physically, intellectually, morally. It makes him live longer. It makes him wiser, better, happier ; for it develops, strengthens, intensifies, chastens, refines, and sublimates all his powers, and lifts him into a higher sphere of enjoyment ; and, thank Heaven,

our system is approximating this glorious ideal of perfection.

It is no vain prophecy, for see : for two hundred years, and for the last twenty-five years in particular, we have been struggling up to the light in the great matter of educating boys and girls. We have systematized, we have aggregated, we have classified, so that the fewest teachers could take charge of the greatest number of scholars. This was an important move in the right direction—a grand, a glorious, a necessary move. In this way the great Common-School System of the nineteenth century has thrown its ægis of protection around all the children of our land. It has brought into line this untamed force, and conducted it safe through the first stages of education. But must we stop here? Are there no other stages or advances? Must we needs stop within sight of the goal?

To one accustomed to take philosophical views of the workings of our present system, its excesses must be apparent. It is excessive system, excessive classification, excessive teaching. These may appear like strange words to employ here; but it needs but the careful eye of observation to see that this excessive system and classification only educates children in masses—often at the expense of individual talent and development. We educate the general boy, and the general girl, not the beautiful, symmetrical individual; though these result sometimes, in spite of our education. But this only shows how educable the race is.

Many of our public schools and colleges—the Union Schools in large cities in particular, where the system has fully developed itself—resemble planing-machines. Every pupil must pass through the same orifice—must have just so much trimmed off here, and so much added there. He

must pass through the same course, in precisely the same time and manner, with very few variations. The scholar is bent to the course, and not the course to the scholar. The dose is prepared, and he must swallow it, "*nolens volens*."

Now perhaps this is the best thing that could be done, under the circumstances, where each teacher is compelled to teach from fifty to seventy-five and one hundred scholars day after day, with scarcely a variation. But when the true idea of education shall be realized—to which we are fast approaching—every fifty scholars and every school-room will have half a score of teachers—pupil teachers, exchanging their knowledge for practice—giving, but receiving ten-fold in return.

The model school—not the monitorial school, strictly—has inaugurated this improvement, and our teachers are fast availing themselves of its advantages. When it shall have been fully established, labor will be more equally divided between teachers that may be dying from excess of it, and the pupils for the want of it. When that day shall have been fully ushered in, the last page in the history of the Normal School, as a separate institution, *will have been written*; for every school will be a Normal School, and every teacher a model teacher, and every pupil a model pupil. Heaven speed the day! Until its dawn, and *for* its dawn, let us labor and wait.

The essay of RICHARD EDWARDS, Esq., in his absence, was read by Dr. SUMNER C. WEBB. The subject was—

"*On the Course of Study best Suited to the Objects of American Normal Schools.*"

MR. EDWARDS' PAPER.

In this discussion it is quite clear that the first thing to be done is to settle with some degree of definiteness what the objects of American Normal Schools are. For what

purposes were they established, and what ends do their friends hope to accomplish by means of them. I believe that most of the statutes establishing such schools set it forth as their end "to qualify teachers for the common schools." So that the objects to be accomplished by the Normal School depend upon what it is intended or desired that the common schools shall be. *That* must be put into the *former* which we would see reproduced in the *latter*.

And the object to be accomplished in the common school, as we have heard it stated a hundred times, is the development of all that is good, noble, and great in every child subjected to their influence; the building up in each one of a symmetrical manhood or womanhood. And this end, we are told, is to be attained in respect to the three-fold nature of the child—the physical, the intellectual, and the moral. And the development is also to be "harmonious," not only in respect to these three grand divisions of the being, but also in respect to the component parts of each. That which is noblest is to be made the ruling principle: the reason is to control the propensities and the movements of the physical frame, and is itself to be subject to the conscience, which, in the normally developed man, is the supreme dictator among the human powers.

For the attaining of this result, instrumentalities are employed, consisting of certain branches of knowledge, certain bodily exercises, and the application of certain truths in morals. All these are needed as instruments in the education of children in the common school.

Now the Normal School should teach its pupils, who intend to undertake the work of the common school, the nature and use of these instrumentalities, the latter as its main function, and the former so far as is necessary.

It should, if need be, teach him what his tools are, and it

should certainly teach him how to use them. Here, then, we have something to guide us in determining the course of study that should be adopted in the Normal School. If the student lacks a proper knowledge of the studies he is to teach, if he does not in the most thorough manner understand them, then the first business to attend to in the Normal School is to acquire such thorough understanding; he must become familiar with the implements he is afterward to use.

The next and the main point in such a school is to learn how to use these implements, how to make every study effective in the development of some power in every child. And if, as appears to be always the case, the ability to do this, in respect to any one subject, implies an acquaintance with other kindred subjects; if, in order to teach arithmetic well and philosophically, the teacher must have some accurate knowledge of algebra; if geography can be properly taught only by him who knows something of astronomy; if to give useful instruction in the English language, one must know some language besides, then of course the incipient teacher must be furnished with this additional culture as a part of his preparation. •

Properly, much of this work belongs elsewhere, and should be performed before the pupil reaches the Normal School. Theoretically, only the science and the art of teaching should engage the attention of students in such a school.

It is a professional institution, and should properly be held responsible only for professional work. The law school is not called in question for neglecting to teach the Latin Prosody, nor ought the Normal School to be required to give instruction in geography and English grammar. But our theme relates to AMERICAN Normal Schools, and we

have therefore to do, not so much with this abstract idea, as with the kind of institution adapted to the wants of our community. And let us remember that institutions are not to be maintained as ends, but only as means; that the question is not how to build up Normal Schools, but how to make them subserve the public wants; and, indeed, that every institution should be so adjusted to these wants as to aid in the improvement of the race, and in the increase of human happiness; and that if any institution fails to do this, and becomes only an artificial, theoretical thing, divorced from the interests and sympathies of the community in which it is established, then it is a shell without the kernel, a form without the substance; a petrification merely, from which the living soul, if there ever was one, has departed.

No one of course will understand this as meaning that a school should never go beyond the public sentiment in its requisitions and scholarship. In respect to scholarship and many other things, it is one of the functions of every school, of whatever grade, to *lead* and *bring up* public sentiment. It should not be merely an index of what this sentiment *is*, and how far it has *advanced*, but a beacon set upon a hill, yet not so high but that its rays may illumine the regions of every-day life.

While therefore the Normal School ought to have for its chief purpose the giving of instruction in the art of teaching, it should by no means neglect to supply any defect in the qualification of any of its pupils for the practical work of teaching. We may, however, reasonably hope that as the years roll on, the need of such deviation from a strictly professional course may diminish, and that these seminaries for teachers may be able to confine themselves more to their strictly legitimate function.

In view of what was stated at the outset, we see that the study in a Normal School should be such as to fit its graduates for the proper education of their own pupils physically, intellectually, and morally. This will include the knowledge of principles and methods of training and governing, and in respect to many things the knowledge of the branches of study to be taught. Perhaps the following schedule may embrace most of the subjects that should be included in such a course :

Human Anatomy and Physiology, especially the latter, and the laws of health, including rules in respect to diet, exercise, ventilation, dress, etc. Gymnastic and Orthosomic exercises, having for their object the development of muscular power and vigor, grace of movement, and physical health generally.

A careful and critical Review (for the purpose of illustrating methods) of some at least of the studies which the pupil is afterward to teach, and, as has already been suggested, a supplying of any defect in necessary knowledge exhibited by the student.

The Science and Art of Teaching, including or presupposing Mental and Moral Philosophy, and including, also, Practice in Teaching.

A critical and careful study of the English language and some of its best literature, with Practice in Composition ; also including Elocution and Phonetic Analysis.

Let us briefly consider, in order, each of the topics mentioned.

Of the first, Human Physiology and the laws of health, little need be said. It constitutes the theoretic element in physical education, and is a prominent subject of study in every Normal School with which I am acquainted, and thus far, certainly, all is as it should be. There is an eminent

propriety in giving teachers as good an idea of the human frame, and the functions of its organs, as their circumstances will permit them to acquire; the omission of this in a Normal School would go far toward making it unworthy of its name. But is there any excuse for the very common neglect of the second of our topics? We are constantly saying that education consists, not in the pouring of facts and principles into the mind, but in an actual exercise of the powers to be educated—in actually putting forth vigorously, but prudently, the strength they possess, in order that they may acquire more. And yet it is scarcely true that in our Normal Schools, taken generally, physical training has assumed its place as a regular and required daily exercise, scientifically conducted. I know that young men are exhorted to saw wood, and young ladies to take walks, and that some schools even possess a more or less extended set of gymnastic apparatus. But how many are furnished with an instructor especially fitted to give the necessary directions, who insists on the daily performance of the work assigned? The matter is usually left to the tastes and inclinations of the pupils, and, as a consequence, is engaged in with a degree of indifference and irregularity, or omitted altogether.

What would be thought of the plan of throwing a few books on mathematics in the way of students, and then expecting them to become thorough proficient in geometry and the calculus? Does it not seem the strangest thing of all that we should be guilty of such absurd inconsistency in that department in which it becomes, from the nature of things, the most obvious and glaring?

How much strength of muscle and tone of nerve is acquired by sitting up half a night in preparing a long and difficult lesson on the structure and hygienic laws of *exten-*

sors and *flexors* and the philosophy of common and special sensation? Of all departments of school instruction, this is the most unfortunate, for the permitting of such a disparity between theory and practice, and, strictly speaking, the learning of lessons in physiology, is not physical education; it is a species of intellectual culture—faculties of mind, and not organs of body, are trained by it; it may strengthen the memory and the reason, but it does not enlarge the muscles nor improve the digestion.

It is a source of much gratification to notice that in many schools measures are being taken for securing the proper training in this respect; a difference should be made between the exercises intended for boys and those intended for girls. By some instructors, in this department, they are distinguished by the name of *Gymnastics* for the former and *Orthosomics* for the latter. *Gymnastic* exercises are more vigorous and violent, and require more strength and endurance of muscle than the other species; and although both tend to produce grace of movement when directed by a person whose own motions are graceful, yet the latter have this more prominently as an object.

To give a detailed account of the method of conducting such exercises, and of the apparatus required, would be altogether beside our present discussion, and would swell this paper to an unreasonable length, and we therefore pass on to the third topic, simply adding that these exercises are of such a character that they could easily be introduced into any public school in the country without at all impairing its efficiency in other directions, and that the cost of the apparatus absolutely required would scarcely be felt as a burden anywhere. We believe that the common-school teacher should be as regularly prepared to conduct this branch of education as to give instruction in arithmetic or

orthography ; and hence the necessity of introducing it into the Normal School.

In regard to the third division upon our schedule, it does not seem necessary to speak at much length. It will no doubt be conceded by all, that a review of some of the studies in which the student is expected to give instruction is quite necessary in order to give distinctness to the suggestions made in the Normal School concerning methods of teaching.

Further than this, the work of the Normal Schools, under this head, will consist simply in supplying defects in the student's culture, which, theoretically considered, ought to have been done by other institutions.

I know that this occupies almost the entire attention of many teachers' seminaries, and I believe that even if it were the only thing attempted by them—if the special study of the science and art of teaching were entirely omitted—that even then they would be far from being mere academies or high schools. For to say nothing of the silent, reciprocal influence generated among a company of young people, assembled to prepare themselves for teachers ; to say nothing of the spirit of professional enthusiasm awakened under such circumstances, there is such a thing as studying a subject with special reference to teaching it ; and of so teaching it as to illustrate sound principles and superior methods of instruction ; but after all, it seems to me, we shall be gainers by making these institutions more and more professional—by making the theory and art of teaching the chief subject of attention in them, and by requiring that every applicant for admission shall have such an acquaintance with the studies that he will be called upon to teach, as will render it unnecessary for the Normal Schools to do aught with these studies except for illustra-

tion. Let these schools concentrate their strength upon one thing; let them endeavor to teach one subject with its collaterals, thoroughly and philosophically, and they will be much more likely to succeed—to achieve positive and useful results for the cause of education, than if we attempt to make them serve the purposes of a professional school, a high school, or a college. Experience bears out this statement: seminaries for teachers there have been in which algebra and physics were thoroughly taught, but in which little or nothing was ever done for the science of education, and only something by way of illustration for the art.

I have never known the attempt to attach to the Normal School an extended course of high classical and mathematical study—to meet with anything that ought for a moment to be called success, without destroying the professional character of the school.

It must be confessed that in the case of many schools it would be difficult, and perhaps not expedient, to exclude from the curriculum all that is not professional, directly or indirectly. At present this condition of things can be most nearly approached in those cities which support both a High and a Normal School, and where the latter institution derives its pupils mainly or entirely from the former.

Such a relation enables the Normal School to confine itself to its appropriate province, and furnishes it with pupils properly prepared to enter upon professional work.

When it is considered desirable to extend the work of the Normal School so that it shall prepare teachers not only professionally, but otherwise, the curriculum of study will of course depend upon what the student is preparing for, as well as upon what he has done before entering the school.

If it be attempted to prepare fully for high schools, and

similar institutions, I see not how to avoid the ordinary four years' college course, with all that is necessary as a preparation, and the professional course besides. Taking the pupils from the very best of our grammar schools, the work here indicated would require at least eight years of time. Can a single institution accomplish all this labor as advantageously as several of different grades? I have taken no pains to mark out a course of study covering this extent of ground, because the work would, in the main, coincide with that of existing institutions, and could be easily arranged by consulting their catalogues.

We come next to the consideration of that which is usually spoken of as the theory and art of teaching—a term which in this paper includes the whole science of education, excepting only physical culture. Like all new attempts, this subject has hitherto presented many difficulties, and will undoubtedly present many more.

The science of education is only in its formative state. Its principles have never been arranged and digested with the care and precision we find in some departments of knowledge hitherto more devotedly cultivated.

Not but that it would be quite possible, and comparatively easy, to frame a theory of education that should be more or less complete in all its parts, and measurably satisfactory to ourselves, perhaps; but this is not the method of building up sciences that has been most highly valued since the time of Lord Bacon; and nowhere ought our theories to be founded upon a more careful induction than in this matter of education.

Every principle, before it is deemed trustworthy, should be subjected to a rigorous process of verification, and the system finally adopted should be the result deduced from the experience of *many*, continued through many years. It

should be a gradual growth, the fruit of a varied and patient labor, carried on in the light of day and before men's eyes, and not a thing that, like the prophet's gourd, grows up in a night.

In view of these facts, it is with considerable diffidence that one approaches the details of this subject, and in the present paper nothing will be attempted beyond the indication of a course which appears to have been in some cases tolerably successful. It may be presented somewhat as follows :

The Science of Education, based upon the Philosophy of the *Mind*, both *juvenile* and *adult*, and also upon the Science of Morals.

The Art of Teaching, including methods, and the practical application of the principles of the science already alluded to. This includes moral as well as intellectual culture, and aims to furnish answers to such questions as, How shall I develop the power of observation in my pupils? How can I make efficient thinkers and reasoners of them? How can the principles of integrity, of honor, conscientiousness, of kindness, of reverence for God, etc., be strengthened in them? and also to these : How can I best teach Arithmetic, Geography, Reading, etc.?

A consideration of the kind of person that the teacher ought to be, the character he ought to exhibit, or the qualities he ought to possess—as an inquiry that must precede the consideration of—

The Art of Governing a School, including the organization, classification, programme of daily exercises, modes of punishment, motives to be appealed to, etc., etc.

History of Education, and Educational Biography, especially the latter, on account of its effect in arousing enthusiasm.

School Laws, and the various modes of superintending

and controlling the public schools in the different States, and in some of the prominent cities of our country, and, so far as practical, in foreign countries.

Practice in Teaching in an Experimental School, if possible, and at all events in the Normal School, with criticisms and practical directions—the latter by the teacher, and the former by both the teacher and the class.

There are various methods of accomplishing the work here sketched that commend themselves to the judgment of the thoughtful teacher, and may be used together or successively. Books on educational topics are studied and recited from in the same manner as ordinary text-books; other books of the same kind are used as reference books, as are also encyclopedias, dictionaries, works on science, historical and biographical works, gazetteers, Barnard's Journal, etc. These reference books are freely used by the students, and the results of the reading are sometimes given to the class in the form of general exercises, which are conducted on principles laid down in the science of education, and the whole exercise is afterward criticised by the members of the class and by the teacher, in respect to both matter and manner. For the purpose of more thoroughly awakening the thoughts of the members of the class, and keeping them in vigorous exercise, the teaching is done mainly by questions.

In the criticisms, much stress is laid upon the philosophical sequence of these questions, upon the clearness of the statements, the apparent clearness of the pupil-teacher's understanding of the subject, upon the promptness and life exhibited by him, upon the suavity and dignity of his manner, and upon the power with which he carried the class with him. This furnishes excellent practice in teaching in the Normal School.

Another method that has been found efficient in the study of this subject, is that of discussing in the class a topic previously assigned, and requiring a written essay to be afterward prepared by the students upon the same topic. These essays are expected to express the views of the writers after all the reading and thought they have been able to give the subject, and in the preparation they are allowed to use, as their judgment may dictate, the thoughts presented in the discussion. This method possesses several obvious advantages.

It promotes a habit of careful attention to what one hears said, even when the subject of the discourse is something other than the faults of one's neighbors. I will not stop to discuss the importance of this habit, nor to inquire how many, or what proportion of our church-goers and lecture-hearers practice it with any degree of accuracy.

The exercise also tends to promote accurate habits of thinking, of arranging and classifying facts and principles, accustoming the pupil, as it does, to gather up the fragments of knowledge presented in the discussions, and to build them into a systematical whole.

How often does it happen that when there has been a discussion to which young people have listened, even though the exercise has been under the charge of a teacher, and many good thoughts have been uttered, and many important principles enunciated, and trains of reasoning pointed out—how often does it happen, nevertheless, that for want of this power of arranging, the students carry away very little and perhaps nothing—that there remains in their minds only a vague and general recollection of an interesting conversation, but no distinct and positive appreciation of the principles advanced or logical relations traced out?

Again; by this method the student is thrown upon his

own resources, is compelled to read in various directions, to consult various books, and to put together the scraps of knowledge derived from various authors. He is compelled to use books without assistance from his instructor, and to use them like a rational being, that is, to think of what he reads, and not to make himself a mere mental dyspeptic, swallowing all he finds, but unable to digest anything.

By this method, too, by the preparation of these written statements, the pupil becomes accustomed to accuracy of expression. The importance of this habit, in an educational point of view, can scarcely be over-estimated. It is one of the marks of a scholar, and contributes greatly to accuracy of thought. "*Reading*," says Lord Bacon, "maketh a *full* man, *conversation* maketh a *ready* man, and *writing* maketh an *exact* man." To the teacher, the habit of being accurate in expression is so necessary in the imparting of instruction, that he needs to make use of every means in his power of attaining it.

How can a child be taught to think *accurately* by a teacher whose language is *vague* and *ambiguous*? The most *exact* and *careful* statements will frequently be misunderstood by thoughtless children, but when the teaching becomes inexact and pointless, the whole seems almost a *farce*.

Again; this exercise gives facility in composition, more particularly upon topics connected with education. There are many reasons why this ought to be considered an essential qualification to every one proposing to become a teacher. So obvious are these reasons, that we will not weary your patience with the enumeration of them.

And finally, the method we are discussing enables the Normal instructor to judge more accurately and justly of the soundness of the pupil's opinions on matters relating to

teaching than he could from oral recitations alone, not that the latter can be dispensed with.

Our teachers need to be not only "*exact*," but also "*ready*;" along with the accuracy acquired by practice in writing, they need the promptness and confidence which can be attained only by vigorous, wide-awake, oral recitations.

Among the topics adapted to being treated in this way may be mentioned the following:

1st. The *nature* of education.

2d. The *necessity* of making it *universal*.

3d. The order of *succession* in the development of the faculties of children, and consequent arrangement of their studies.

4th. The improvement of the senses, and of the power of observation, and the best method of effecting it.

5th. The culture of the memory, and the best method of effecting it.

6th. The culture of the reasoning powers, and the best methods of promoting it.

7th. How to improve the *taste* and the *imagination*.

8th. How to promote the supremacy of the conscience.

9th. Organization of a school, including classification, programme of daily exercises, etc.

10th. How to teach *reading* in primary and grammar schools.

11th. How to conduct a recitation.

12th. The use of general exercises in school, and the best method of conducting them.

13th. How the teacher may most effectually aid his pupils in the formation of good moral habits.

To prepare essays on the above and similar topics, each taking from eight to fifteen minutes in the reading, will

require on the part of the pupil much useful thought, and will greatly aid him in laying out beforehand a plan of his operations as a teacher. Of course the essays must be critically examined by the instructor, both in respect to the *style* and manner of treating the subject. Great pains should be taken to make models of composition, as well as correct expositions of the philosophy of teaching.

The last topic upon our general list is the critical study of the English Language and some of its best literature, with Phonetic Analysis, Elocution, etc.

This should also include the history of the English language and literature, with some study of the prominent authors of every period of its existence. And, in the examination of authors, something more should be done than merely to read over the selections from them, and to apply artificial definitions of the figures of speech, and an equally artificial and unappreciated explanation of few of the allusions.

The *ground* of every simile and metaphor should be pointed out, its *beauty* perceived and enjoyed, and the *force*, as well as the *facts*, of every allusion explained.

Thus, it seems to me, that the study of literature can be made the means of thorough and solid mental discipline, as well as of refining the taste and of expanding and invigorating the imagination.

It may be thought an improper distinction is here made between this subject and others which may be considered as equally allied to the professional studies of the teacher, but we think that on mature thought it will be found that the study of his mother-tongue is peculiarly necessary to him. Language is in a special sense his instrument—the instrument with which he is enabled to use other instruments.

As already stated, under another topic, accuracy of expression is indispensable to the instructor of youth, if he would do his work well. And for us, what is accuracy of expression but a correct use of this vigorous speech of ours? And how can he be accurate in expression who does not appreciate something of the power of this noble medium of communication?

The teacher needs *every day a practical knowledge* of the *force* of words, and an *appreciation* of *minute shades* of difference between one word and another. His every expression in school should be a model for elegance and for fitness in conveying thought. And how shall he acquire this power over language? How shall he become so inspired with the genius of the English language that its words and idioms shall spontaneously flow from his lips in all their power and beauty? Evidently by studying *thoroughly* and *critically* the masters of the language, the Shakespeares and Miltons, the Burkes and Addisons, who have immortalized its forms and exalted it into a place by the side of the languages of Homer, Cicero, and David; by studying their creations until he can in some degree fathom the profound philosophy, soar to the noble conceptions, and appreciate the grand utterances of these gifted sons of the English muse, and illustrious apostles of English prose.

The course here sketched would furnish about one and a half years of busy work for a college graduate of fair abilities, and this is as long, perhaps, as it is desirable that the special preparation of teachers should at present be made. It is a much shorter time than is occupied for the same purpose in other professions. But I doubt whether, at present at least, the professional studies of the teacher need so much time as is given to those of the physician or lawyer.

These are a few not very well-arranged thoughts upon

this exceedingly important subject. If their utterance shall call forth from others better informed thoughts and suggestions more full and more philosophical, such as will aid in the practical solution of the problem proposed, no one will more heartily rejoice at the result than the writer of this brief paper. If the essay possesses sufficient vitality to be the occasion of arousing in some degree the abounding life of some of the honored members of this Association, it possesses all the merit that its author would ever think of claiming for it.

The above papers being read, Prof. CAMP, of Connecticut, rose to answer some of the objections stated by Prof. Wickersham, as having been urged by some to model schools. He thought experience had decided the practicability and benefit to be derived from the union of a Model with a Normal School; though he was not prepared to say that a good Normal School could not exist without one. Yet he was of a decided opinion, after having visited the schools of this country to a considerable extent, that Model Schools are a very great help to Normal Schools.

The first objection, that they interrupted the pupil-teachers, was obviated by the course pursued at the Connecticut Normal School. The model school there includes five hundred pupils of all grades, sent there not only by people of the State, but from other States, even from North Carolina and the boarding-schools of New York. Each teacher who goes into the model school to teach has a special work to perform, and he does it without interfering with his studies or recitations in the Normal School. They teach in these classes, under the eye of the Principal, and are expected to be responsible for the government and instruction while there. Instead of being an interruption to them, they actually prepare themselves more thoroughly for the lessons they are to give in the Model School than for those they recite in the Normal School.

The model schools are important helps to decide on the adaptation of pupil-students for the places they are to fill afterward. I am far from believing, said Mr. CAMP, that there is no desire for a professional training in the art of teaching among the young men and young women of our country. The feeling is increasing every

day, that there is a professional work to be done for the teacher as well as the lawyer or the doctor.

Another objection was, that model schools suffer from a change of teachers. We have no change except in case of sickness or absence. A teacher is assigned to a class in the model school, which he takes at the beginning of the term, and is with that class during the term; and the very best teaching given there is by the pupils of the Normal School. I have heard persons, who have been at the head of grammar schools in Boston, say that they have heard better teaching than they could themselves give. They have one particular class; they have a pride to make that class as good as possible.

More than half of those who come to our school have been teachers before. Three of the teachers in the senior class now are married; four of them have taught high schools for years, and have been in the Normal School a year and a half. It has been found that these teachers thus trained are the best we have in our State. More than one third of the teachers in Connecticut have been trained in the Normal School. A gentleman who took the valedictory in his class in college and one of our graduates are employed in the same institution in teaching, and the Normal School graduate receives twice the salary of the other, simply because it is believed he possesses twice the power of the other.

Mr. N. T. ALLEN, of West Newton, Mass., one of the earliest model school teachers, replied to some of the objections presented by Prof. Wickersham. He thought the Normal School without a model school was a partial one only. The great proportion—perhaps nine tenths—of the failures of teachers from Normal Schools is the result of the want of discipline, and this power can not be tested where there is no model school. I know, said Mr. Allen, that Mr. Mann, Father Pierce, and Mr. Tillinghast held to the idea that where teachers could be tried and tested in the model school, and could have the pupils under their entire control, they would be more likely to succeed than those who had no such opportunity to test themselves. While the model school was in existence at West Newton, there were far more applications for admission than they could receive; and why they are not now connected with the Normal Schools of Massachusetts I do not understand.

Prof. WICKERSHAM expressed his gratification at the answers

given to the objections he had presented, not as his own, but those which he often heard from others in Pennsylvania. He said: I propose to have a model school in connection with the Normal School which we are to open at Millersville. Our pupils in the Normal School will be expected to have a fair knowledge of the branches before they enter. The first six months they will review the common branches. The next year they will continue to study some common branches, and take up some higher ones, and study the theory of teaching for that year. Then, for the last six months, the senior class will become the faculty of the model school. They will go in there and do the teaching under the eye of a permanent instructor; but the class will be responsible for the working of the school, for its government, and each individual, for his teaching. If the senior class is engaged in studies at the time, they will pursue their studies at other hours than those which require their attention to the model school.

Mr. HOLLISTER, of Somerville, N. J., added his testimony to the superiority of those teachers who had been trained in Normal Schools, as shown in schools in Somerville.

The committee on resolutions pertaining to Horace Mann were instructed to prepare suitable acknowledgments of the courtesies and hospitalities extended to the members of the Association.

A financial committee was appointed, consisting of Messrs. Oliver and Wickersham and Dr. McJilton, and \$27 50 were raised to meet the expenses of the Association.

Adjourned.

THURSDAY AFTERNOON.

The Convention reassembled at 3 P. M.

Messrs. Crosby, Colburn, Smyth, Wickersham. and Dr. McJilton were appointed a committee to embody in brief resolutions the general conclusions reached in our discussions.

At the suggestion of the President, the Association spent some time in considering such questions as members were disposed to offer. so as to make a practical exercise by answering the same as far as possible.

Prof. WICKERSHAM proposed the question to Prof. Phelps—What methods are used in Normal Schools to teach teachers the art of teaching?

Prof. PHELPS said : Our lessons commence with what may properly be called the Science of Education ; that is, we endeavor to determine by lectures and conversational exercises what education is. We endeavor to give our pupils a clear conception of the end and objects of education. We lead them to look upon man as a being possessing a three-fold nature—physical, intellectual, and moral. For convenience, and I think instruction, it is well also to consider him as possessing an emotional or affectional nature. He possesses a heart and conscience.

We then endeavor to discover the means by which these various departments of man are to be trained or drawn out, it being assumed that the primary object of education is to develop and unfold the powers and faculties with which he is endowed. Our idea is, that the growth of the human being, physically, intellectually, and morally, must proceed in accordance with laws as definite, many of them as well defined, as the laws and processes which govern physical nature. Our aim is to give a clear conception of these laws. Then follows an attempt to show by a variety of methods how these laws are to be most successfully applied to the development of the powers and faculties of the human being. This is done by lectures and conversational exercises. We also call in such authorities as we can. We use Barnard's "Education in Europe," which is a complete encyclopedia in regard to all departments of education. We endeavor to study the theory of education as viewed by other nations. We follow that with an examination of school machinery, examine systems adopted in Europe as well as in our country. After a time has been given to this theoretical instruction, we commence the practice.

We assume that the first essays in practice should be under the constant supervision of a practical eye. Then we have the teaching of the Normal School class, in which the class is practiced upon. Finally, the practice culminates in the experimental school, in which the entire business of instructing and governing the pupils is thrown upon the Normal pupils.

We endeavor in the Normal School, I should have said, to take up each branch of knowledge, and ascertain what are its educational uses. We take Arithmetic, for instance, and ask what it is suited to accomplish, what faculties it is suited to develop. So we consider the uses of grammar, geography, drawing, etc., asking

what faculties of mind or emotions of the soul they affect, and how they affect them.

Then, again, we consider these branches in another aspect, and ask what is the natural order of developing arithmetic, or grammar, or any other branch of study.

Prof. Phelps' time having expired, he proposed the same question to Prof. Wickersham which he had given to him.

Prof. WICKERSHAM said that in his school all except the junior and senior class meet in what he called the Teachers' Class, each day. On one day there may be a lecture on the philosophy of teaching. The members of the class take notes of it as it is given slowly. The next day we review these notes, and the next we make a recitation of it. An opportunity to examine books is given at the same time. The whole course is divided into four divisions, the first relating to the principles or philosophy of teaching, the second to methods of teaching the various branches, commencing with the alphabet, and going on to other branches. And in this connection we not only consider the methods, but discuss the reasons for adopting one rather than another.

Then we take up what we call school economy, organization, methods of hearing recitations, etc. The last part of the course we occupy with subjects relating to school government. These are the discussions on the lectures. Then they are reviewed in classes.

Prof. PHELPS—Will you be kind enough to state in the form of propositions what you consider some of the fundamental principles of education?

Prof. WICKERSHAM—That is a pretty hard question. I think that the fundamental idea of education is that of development, growth. I think the Creator conferred upon us the ability to improve ourselves, and that the fundamental idea would be that of drawing out this ability, and putting it in exercise. I think the powers of the mind are such as the gentleman himself has indicated.

Prof. G. N. BIGELOW, of Framingham, Mass., was next called up by Prof. Phelps. He said his practice had been, particularly in the last term of the classes, to present the matter of instruction in the art of teaching more in detail. After a few exercises, certain works are placed in the hands of the pupils, and certain topics are assigned to them for examination. We meet them and discuss



them, requiring the pupils to state the author's views, so as to know whether they understand them; and then if they dissent from the views of the author, any or all of them, they state the grounds of dissent and give their own views.

After going through the different topics discussed by different writers on education, we take up the topics which have been taught during the previous term, and discuss the methods which the teachers have pursued in teaching, and inquire how each individual would conduct his own school. There will be a variety of methods, and these methods are discussed, and the principles that underlie them are tested. After spending a week or two in this way, we pass to methods of teaching the alphabet, reading, spelling, geography, etc. Then we consider the various school laws of the State.

Prof. Phelps asked Prof. Bigelow what method he pursued in forming moral character—how are teachers prepared to give moral instruction in the best way.

Prof. BIGELOW—That is one of the most difficult things. A person *must be*, in every sense, what he would have his scholars become, and act out and live out what they ought to be. I do not believe it possible for one who has not these elements to train one to them. I have seen some individuals upon whom, taking the class as a whole, I had tried to bring some influences, with especial reference to drawing out and developing that nature in them; and those efforts did not prove as successful as I hoped they would. Therefore I am not prepared to state what is the best method of doing that which seems to me to be the most difficult thing to accomplish.

Hon. GEO. B. EMERSON was next called up with reference to the same question. He considered the moral training by teachers their most important work. The moral nature of man is as susceptible as any part of his nature, but it is one of the slowest. He did not claim any merit in doing it himself. He did not consider his own authority in teaching the great laws of a spiritual life as binding in any degree. He simply took the great laws of the Saviour and endeavored to explain them in a few words, day after day. He had felt for many years that that was the most important work he had to do, and that was the highest point of his responsibility. He felt that they were immortal beings who were under his influence, and he would have to give an account of what he did, and therefore he felt

bound to appeal continually to the great doctrines of the Saviour and of the Apostles.

I thank God that I am permitted to believe that this constant endeavor—sincere and constant it has been—to elevate the moral perceptions and warm the moral aspirations, has been, by the blessing of God, effectual in some degree—effectual always. I believe the teacher who acts under the responsibility of his position never can utter and make his own the words of the Great Teacher, and endeavor to bring them to the hearts and consciences of young people without an effect. He must, however, do what he can to make the life not inconsistent with the high standard toward which he is urging his pupils. But I believe if any teacher who wishes to teach the great principles of human duty will take the words of the Saviour day after day, morning after morning, as an accompaniment to that prayer which I trust every sincere worker in the school-room always uses, and endeavors to enforce those words and show their divine beauty, their infinite authority, and, as well as he can, lay them before children, I know, sir, they will have an effect; they can not but have an effect. They are the words given us with which to do this great work; nothing else under heaven can do it.

Here is a great truth in regard to human character; all that is evil is noisy and continually putting itself forward; all that is good and true is quiet and still in its influence.

Here is a great lesson which seems to be intended for teachers alone almost; that great divine injunction of the Apostle, "Be not overcome of evil, but overcome evil with good." Now, I say to my children, you are continually exposed to evil—in yourselves and those about you. You are to overcome it—overcome it with good.

To teachers I would say, you are to overcome ignorance. How? With all forms of knowledge. You are to deal with obstinacy. How are you to overcome it? By obstinacy? No; obstinacy in the teacher will only strengthen the obstinacy of the pupil. You are to overcome it only by sweetness and kindness—inexhaustible kindness—that will do it. It has been tried. Evil can not be overcome with evil; it can be overcome with good.

Mr. President, one of my friends for whom I have the greatest affection and admiration, has often used language like this: "The

great teachers of mankind, Plato, Confucius, and Socrates, taught so and so." I confess, it almost seems to me to be like profanity. I confess, I delight to read Plato, but when I read the finest passages of Plato, and turn thence to the Sermon on the Mount, to the doctrines of Christ or his Apostles, it seems to me as if I had come out of the mists and darkness of a lower world into the brightness of a glorious region where all is light. I would look to all sources wheresoever they are to be found for aid in this work of building up the human character. I believe every one who comes to the work with a proper, teachable spirit will find in a few pages of the New Testament more aid than in all the writings of uninspired men that have come down to us.

Mr. Emerson strenuously urged that while moral education is more attended to than it has been, much greater effort should be made to elevate the moral nature. So far as the education of the intellect is concerned, said he, much is done; but it is a terrible fact that, with regard to the two highest parts of our nature, very little or nothing is done.

Mr. OGDEN, of Ohio, added his testimony to what had just been said by Mr. Emerson. He thought the best processes to educate a child physically are the best to educate him intellectually, and that the best to educate him physically and intellectually are the best to educate him religiously and morally. There is no antagonism; but all attempts to separate science and religion are ruinous. They were made to go hand in hand, the mistress and the handmaiden. Science, without religion, would be cold-hearted infidelity; religion, without science, would be narrow-hearted bigotry. Every lesson in arithmetic, and grammar, and geography should not only make our children wiser, but better. Every lesson should point upward to man's higher and holier destiny. All our instruction ought to be in moral truth. When we go before our pupils, armed with these truths, our teaching will have some effect. Nothing but the religion of Jesus Christ is to reform the world.

REPORTS OF STATES.

Reports were then called for from delegates from States where Normal Schools have been established as to the results of those institutions upon the cause of education. Massachusetts was the first State called, for which Mr. DICKINSON, of the Westfield Nor-

mal School, responded. 'The number of students at the Westfield school has been increasing for some years, and there are now one hundred and fifty. The standard for admission has been gradually raised, so that some are rejected for want of qualification. One reason for the increased number of students is the increasing demand for Normal School graduates as teachers. All those who pass the course in such a way as to enable us to recommend them, have constant employment. The number of applications for teachers exceeds the supply. The first families in the place throw open their residences as boarding-places for the students.

We had a model school which is now given up, and I do not know that the Normal School is injured thereby.

The PRESIDENT—In what form did that model school exist?

Mr. DICKINSON—It was one of the public schools of the town.

The PRESIDENT—On what account was it given up?

Mr. DICKINSON—The relations between the authorities of the district and the Normal School were not entirely pleasant.

Dr. McJILTON—Are the sexes taught together?

Mr. DICKINSON—They are.

Mr. ARIEL PARISH, of Springfield—What is the substitute for the model school?

Mr. DICKINSON—Instruction is given by topics, and the class of teachers recite in the same manner in which they would have their pupils recite. The student recites without questions, in the form of a teaching exercise before the class, who may ask questions, and he is called to illustrate the principles brought out by the topic under consideration. It is requested that things shall go before names; all go through the process together, and all arrive at the same conclusion at the same time.

The PRESIDENT—Do you have what are called teaching exercises?

Mr. DICKINSON—We do.

The PRESIDENT.—Do you think those really a substitute for a model school in which little children are to be taught?

Mr. DICKINSON—I think we have a pretty safe guide in this matter, because the teachers refer to their own consciousness with reference to the manner in which we must derive our knowledge. I think the principles can be settled even better than by experiments upon individuals. I think that the teachers who have gone

out since the model school was abolished have had as much success as those who went out before.

Mr. EMERSON—Would not the gentleman from Westfield consider a model school like that at New Britain, Connecticut, profitable?

Mr. DICKINSON—I think the school in New Britain, with its model school, is considered a success. I think it might be an advantage, so far as testing the students' power of managing a school or governing it is concerned.

Mr. NORTHROP said it was an important element in the practice at the Westfield Normal School that the members were trained to put themselves in the stand-point of the child, to be literally child-like. One of the class becomes the teacher for the hour, while the rest "play the child," and aim to think and speak as children; to state difficulties and objections as beginners would do, and thus by recalling their own early impressions and experiences, prepare themselves to appreciate the peculiarities and necessities of the juvenile mind and heart. The difficulty of understanding little children is only exceeded by its importance. The success of the teacher depends very much upon his quick discernment of character. With this rare and happy faculty, he can readily adapt the countless varieties of method and of motive to the endless diversities of character, and this power of reading the juvenile mind and heart is most readily acquired by the habit of reproducing our own early feelings, associations, and experience.

The PRESIDENT—We have endeavored to subject the matter to all sorts of tests here. We have the teaching exercise, in which the teacher is to conceive his class to be little children, and the uniform testimony of those who teach is, that it is far more difficult to conceive of those of their own age being children, and to teach them as such, than to teach a class of real children. I think the instruction of a class by its own members is a very valuable adjunct indeed.

Mr. DICKINSON—The uniform testimony of our pupils is, that it is much more difficult to teach those who are acting in the place of children than to teach actual children.

Prof. D. N. CAMP, of Connecticut, said the school at New Britain had been established ten years. The condition on which it was established was, that a model school must be connected with

it. The number in the Normal School last year was 266, of whom 170 were females and 96 males, all taught together. The arrangement of the school contemplates three years' instruction. Some remain during the whole course, but many do not. One class is always at liberty to instruct in the model school. There were 300, last term, in the model school. That school is graded; it has cost much, but it is considered of incalculable advantage to the teachers, and also as a model for the teachers of the State, so that they may visit and learn the best system of instruction. There the pupils of the Normal School can go and ascertain for themselves whether they can govern and teach a class successfully and secure their respect. The teachers themselves have felt that to be a very important thing.

The pupils of the junior class in the Normal School go and observe the model school, during the first term, without doing anything or taking any notes. Then the next term they teach the lower class. There is no change of teachers in the class. One who goes through a course of three years, spends four terms as a teacher of a class. There is a great advantage in having children to teach rather than playing children.

Mr. OGDEN, of Ohio, inquired how the art of government could be imparted well without the class of a model school?

Mr. DICKINSON—The theory of government must be based upon a knowledge of the nature of the will and the susceptibilities. I contend that a teacher in a model school does not have a real school under his charge. The responsibility of a teacher of a model school is not that which he will feel when he comes to manage a real school. The model-school teaching is not real life; it is play, so far as that is concerned.

It is impossible for our model schools to compete with the schools of the State.

Prof. D. P. COLBURN, for Rhode Island, said, the Normal School of that State was located first in the city of Providence, in 1854. It was removed to Bristol in 1857. That was unfortunate, as Providence is the center of travel for the State. More than half the people of the State can go to Providence every day and return at night. This had a great influence on the attendance at the school. At Bristol the attendance has not been as large as it was at Providence. We had, during the last year, about 100. The students

seem interested in the work of the school, and in the work to which they are going.

We have no model school, and I can not say now that I desire one. I have had some experience at Bridgewater, and I believe it was regarded by the principal and teachers as not successful. I think the interference with the studies of the pupils more than counterbalances its advantages.

Our school is for both sexes. During the past term, from one fourth to one third were males. We have found no necessity for rules more than we have in any well-regulated society. I would not have the sexes separated. I have seen no evil from the present course, but, on the contrary, much good.

Prof. WICKERSHAM, for Pennsylvania, said: We have no State Normal Schools, though we have a number of private ones which are doing the work that ought to be done by State schools. We have a Normal School law, by which the State is divided into twelve Normal School districts, and it is provided that there may be one in each.

The Legislature did not think it expedient to establish the schools, but merely divided the State into districts, supposing that private means would be found to establish them. They will have no direct appropriation from the State, at least until after they have been organized. Each school is required to have ten acres of ground, a hall that will seat one thousand persons, apparatus, and a library, and boarding accommodations for three hundred students, with school accommodations for the same. The pupils are required to board in the buildings, or in connection with the school. The schools are connected with the State administration in several ways. No examination for giving diplomas can be held unless the State Superintendent is present. •

We hope to build up a profession of teaching in Pennsylvania, and that when one receives a State diploma he will not be examined again anywhere in the State. Among the features of this law, a model school of one hundred pupils is required, and it is contemplated to put it entirely under the control of the superintendent of the Normal School. He may select his own pupils, taking them anywhere, and charge them little or nothing, as he pleases.

Professor SMYTH, of Columbus, Ohio, State Superintendent of

Schools, said : We have no *State* Normal School in Ohio. The friends of education have for years urged upon our General Assemblies the importance of establishing such an institution, but nothing has thus far been accomplished.

A few years ago, Mr. Cyrus McNeely, of Harrison County, with exemplary liberality, donated a building and grounds to our *State Teachers' Association*, to be used for the purpose of a Normal School. The Association accepted the property, and organized a school under the charge of my friend Mr. Ogden, who is now present. For some time the school was prosperous, but it soon became evident that an association of teachers was not a body competent to manage extensive financial interests. The trustees were teachers, located at points far distant from each other. They could seldom meet, however pressing the business which demanded their attention. Needed funds were not forthcoming, and the school was suspended. The property, I understand, has reverted to its former owner. Through the energy and liberality of Mr. McNeely, the school has resumed operations. A most excellent principal has been employed, and other teachers, as I suppose. But the Association is no longer connected with the institution.

There is another Normal School in our State, located at Lebanon, and called the *Southwestern Normal School*. It is, I believe, an individual enterprise, being controlled by its principal, Mr. Alfred Holbrook, who is known throughout the land as a most earnest friend of learning, and a successful teacher. That school is doing a good work for the part of the State in which it is located.

And there are several other seminaries in the State which pay special attention to the training of teachers. All these schools are valuable. But schools like these do not meet *all* our necessities. Dependent almost entirely on tuition fees for their support, it is not reasonable to suppose that they can make and execute rigid rules of order as can institutions not thus dependent. They must be less strict concerning admission and continuance in schools. Pupils will be more likely to drop in at irregular times, and leave on a sudden, if it shall please them so to do.

I therefore hope that our State will, ere long, establish a school of high character, adequate to all our demands. While we can but rejoice on account of what we have, we can but regret that we have not all we need

Prof. HOVEY spoke for Illinois. He said the movers in getting up the Normal School in Illinois desired two things—money to build with, and to pay the teachers. They succeeded in getting a perpetual appropriation of the interest of \$100,000. Competition as to the location led Bloomington to offer \$141,000, and the building is being erected there, and will be completed in about a year. It is located on a site of sixty acres, and adjoining it is another hundred acres given by the citizens of Bloomington, on which we shall build an agricultural and mechanical department.

The school has been in operation two years in temporary rooms. The compensation is liberal to all who are engaged in the school, and the feeling in regard to the school is liberal. The people of Illinois allow the teachers to do pretty much as they think best. We have in the school one hundred and fifty of each sex; we do not think of separating the sexes in Illinois. There are four male teachers in the school.

The PRESIDENT—Will Mr. Hovey please state why it is called a University.

Mr. HOVEY—There was a university fund unappropriated, and in order to get the proceeds of that fund we had to establish a university. (Laughter.) But we do not contemplate that it shall be simply one department, so that it shall become, instead of a Normal School, the University of Illinois. We mean that it shall be a university in fact as well as in name.

Mr. SILAS BETTS, of Niles, Mich., spoke for Michigan, though he was not connected with the Normal School, which is at Ypsilanti, and he was not acquainted with the details respecting it. He had adopted a plan of making teachers of the more advanced scholars of the school with which he was connected.

Prof. PHELPS spoke of the New Jersey Normal School. There is invested, at the present time, in buildings, furniture, etc., \$120,000 for Normal School purposes. The two buildings at Trenton, with furniture complete, have cost between \$70,000 and \$80,000. There is, in addition to the establishment here, a preparatory school at Beverly, the buildings of which have cost from \$30,000 to \$40,000. It is the fruit of the liberality of one of the citizens of New Jersey, Mr. Paul Farnum, of Beverly. He has donated the buildings, grounds, a library, and \$20,000. He also paid the expense of working the institution for one year. It is for the purpose of doing

some of the preliminary work of training necessary before entering the Normal School. It is also designed to test those who desire to enter the Normal School, and to prevent those from entering who may safely be pronounced unfit, for any reason, to become teachers. The State appropriates \$1,200, so that it has an annual income of \$2,400. Pupils pay a tuition to some extent. The direction of the school is submitted to the Trustees of the State Normal School. Both of the schools are for both sexes.

The institution here numbered last year, for one term, 120, and for one term, 110.

As to the results, I think I may say, that to the direct influence of the school a greater advance has been made in the cause of public education in New Jersey, within the past four years, than within the preceding fourteen or fifteen years. We can not begin to supply the demand for Normal-trained teachers. I have this day applications for fifteen teachers, and I do not know where one of them will come from. The people will have no other if they can obtain them. The sentiment is becoming quite general, in places where Normal School teachers have been, that this school must be depended on for the supply.

One explanation of the great, direct success of the school in New Jersey is, that the public schools are very poor, and there was even a greater proportion of poor teachers here than in our sister States. The movement for popular education is very modern in this State. We have no such thing as a system of Common Schools. The great mass of our country schools are taught only so long as the public money will carry them on, and even then the money goes to the pockets of teachers who are very incompetent indeed.

This practice, I am told, prevails in many places. The town superintendent actually pays to the poor man, who does not send his children to school, the proportion of money to which his children are entitled for their education. That state of facts prevails to a considerable extent. Our laws are in a crude condition, but we dare not progress too fast.

Mr. ROWE inquired what was the preference of the people—for male or female teachers?

To which Prof. PHELPS replied, that the preference was for male teachers, he was sorry to say.

In this connection, Gen. OLIVER stated, that in Lawrence, Mass.,

out of forty-four teachers, only four were males. All the mathematics in the High School is taught by a lady.

THURSDAY EVENING SESSION.

The first business was the consideration of the place of the next meeting. Rev. ANSON SMYTH invited the Association to meet at Columbus.

Prof. CROSBY suggested the plan of holding a separate meeting triennially and holding the other meetings annually in connection with one of the National Associations.

Hon. HENRY BARNARD invited the Association to meet at Madison, Wis., in connection with the National Teachers' Association.

Dr. MCJILTON advocated separate meetings, when it was voted that the place of the next meeting be left to the decision of the councilors.

Hon. HENRY BARNARD, of Wisconsin, was called on to give an account of the state of education there. He said: Wisconsin has a school fund, which will amount to at least \$4,000,000. There is also a university fund, which amounts to about \$312,000, and will probably reach \$400,000. There are other funds arising from the sale of swamp lands, as they are called, one fourth of which are to be given to Normal instruction, and to be under the control of a Board of Regents of the Normal Schools. The Normal regents expect their agent [Mr. Barnard] to hold teachers' institutes, conduct Normal classes in the colleges, academies, and high schools of the State.

I am expected, said Mr. B., to hold, in connection with the College and Normal classes, an examination after the manner and for the same general purpose that competitive examinations are held in England to decide upon the qualification of those who seek for posts of trust in the service of the country as clerks, etc. I propose to bring that principle to bear upon the institutions that exist between the schools and the university, and that the effect will be to raise the standard of those institutions. Mr. B. here spoke of the need of a change in the manner of appointment to posts of trust in the departments of the government, and expressed the hope that they might be made as the result of competitive examinations.

It is proposed to establish at Madison a Normal School. My

plan will be to conduct that somewhat differently from the one established here. I hold to the general views expressed by Dr. Wines to-day. My plan will be to give full employment to a corps of able teachers; to have a three months' term in the spring, and another in the winter, and let the teachers hold institutes in the intervals in any city or town in the State, having all the work planned for them beforehand.

Another instrument which we shall use there is the press, and also the district library. We hope to place, within two or three years, twenty-five or thirty volumes on education within the reach of the teachers of the State. It is a mournful fact that so few professed teachers have as many as six volumes on education in their libraries.

Mr. B. closed by impressing on teachers present the importance of a more intimate acquaintance with educational literature.

The Committee on Resolutions reported the following series, which was adopted without debate.

Resolved, That the work of the Normal School is peculiar in its character, and that this work can not be performed by other institutions of learning, however high their rank or great their excellence.

Resolved, That the claims of the Normal School to support and influence rest upon this peculiarity, and not upon any depreciation of other institutions within their appropriate spheres, and that the Normal School can not properly come into competition with any other institution.

Resolved, That the object of the Normal School is strictly professional, viz., the direct preparation of teachers for their great work; and that it claims as appropriate to itself all those exercises, theoretical and practical, and only those which are requisite for this preparation.

Resolved, That the special work of the Normal School is so great that a just economy and proper division of labor require that it should perform as little work as possible that can be rightly performed by other institutions; and that it is therefore exceedingly desirable that pupils should not be received until they have attained such maturity of mind and amount of knowledge that they can at once enter profitably upon the proper professional course of the school.

Resolved, That while the labors of the Normal School must be chiefly directed, for the present, to the right preparation of common-school teachers, it ought not to omit from its plan the professional education of teachers of any grade; and that it is important that it should extend and elevate, as rapidly as the condition and demands of the community will permit, its efforts and influence.

Resolved, That education, as based upon the nature of man, and having fixed principles, is truly and eminently a science; that, as having appropriate methods for securing noble ends, it is no less truly and eminently an art; and

that this science and art can be taught and learned no less directly and efficiently than the other sciences and arts; and that therefore the direct professional education of teachers is as appropriate, and certainly as important, as that of the members of other professions.

Resolved, That this education of teachers should not only be theoretical, but also practical; and that, to this end, there should either be a school of observation and practice in immediate connection with the Normal School, and under the same Board of Control, or that there should be in other ways equivalent opportunities for observation and practice.

Resolved, That all educators, especially in the Normal School, should practically, no less than in theory, regard education as applying to the whole nature and constitution of man—body, mind, and heart; and that they should especially recognize the pre-eminent importance of moral and religious education.

Resolved, That, in behalf of the friends of education, the thanks of this Association be tendered to the Legislature of New Jersey, to Paul Farnum, Esq., of Beverly, and to the citizens of Trenton, for the most liberal and magnificent endowment provided for the interests of education by their noble buildings for the Normal School in this place and Beverly, and for their kindness and liberality in opening them for our accommodation.

Gen. OLIVER, from the Committee on Resolutions, with reference to the life, and labors, and death of Horace Mann, reported the following:

Resolved, That while bowing with unfeigned humility and submission to this inscrutable Providence, we can not but mourn, with the deepest grief, that in the midst of usefulness, and while earnestly and successfully fulfilling a great mission, he was called away from his labors and from the midst of associates who intensely realized and valued the power of his encouragement and support.

Resolved, That as an efficient friend and successful laborer in the cause of education in all its diversified manifestations, especially in the introduction and development of the system of Normal Schools, he laid the friends of the cause under deep and lasting obligations; and that in lamenting the loss of so valued a leader, they can best evince their gratitude for his zeal and success by greater earnestness and efficiency in the same cause themselves.

Resolved, That these resolutions be entered on the records of the Association, and that a copy be sent to the family of Mr. Mann, as an expression of our sympathy for the great loss which they themselves and the country have sustained in his death.

Gen. H. K. OLIVER—My opportunities of acquaintance with Mr. Mann were not so large as those of my friend, who has so truly and justly measured out the character and life of our deceased friend. But I happened to be thrown into connection with him in the early struggles in the cause of education in Massachusetts, and I know the discouragements he met with and the indomitable courage with which he overcame them.

The secret of Mr. Mann's true greatness—and he was truly great—lay in that one thing, his unselfishness. If it was ever my fortune to fall in with a man perfectly unselfish, it appears to me that Horace Mann was that person. Any man who has read the history of nations and men, knows that selfishness is the general characteristic. Kings have been selfish; princes, with hearts so hard, that, like Othello's, when they struck it, it hurt their hand. Men of prominent, overshadowing selfishness have marked the day and signalized the time in which they lived. But not so did he. Eminently forgetful of himself, he labored for others. But those men with whom he was connected are those who get the hatred too often and too surely of their fellow. We in Massachusetts remember the great struggle into which he was compelled to enter. We remember not only the assailants, but the mode and manner of the assault. Those of us who refused then, though urged to participate in it, and assail Mr. Mann, derived the benefit of our caution and our prudence. We saw—we knew we saw—the error those committed who were associated with us as teachers in Massachusetts at that time, and we knew that, by continuing our labors, we should secure to the cause of education the certainty of success.

Sir, I came into close relationship with Mr. Mann during the time of that contest, and I know something of his feelings, something of the depth to which that over-sensitive nature was wounded, and I have never wondered that when he struck out in defense of the cause, he struck blows that few had the power of withstanding; for though he was individually assailed, it was the cause that he rose to defend, and which he succeeded in defending.

Now, that class of men who are unselfish, only one of whom has exhibited it on earth in all its purity, must expect to encounter obstacles, and it is no evidence of a want of purity in them that they are assailed. I should rather pity the man who never had an enemy.

ARIEL PARISH, Esq., of Springfield—I do not deem it necessary to add a word at this time, because more should be said. I believe what has been said has been well said, and it is all deserved. I rise mainly because the eastern part of our State has spoken, and I do not feel satisfied to sit still and have it appear that no other part of the State is interested in this matter.

Sir, I am here to-night because of the influence of Horace

Mann. As I look back during the past twenty years, I can trace his influence in all my course. I do not mean to say that it is wholly through his influence ; but had he not taken the course he did, and exerted the influence he did on the cause of education in our State, my position would have been very different from what it is to-night.

Nearly twenty years since I saw his venerable form rise up in a country church where now is planted one of his institutions, the Normal School of Westfield, Mass. I never shall forget the impression he made upon my mind ; never shall forget the first stimulus I received from him at that time, and which was continued, as I have read his record ever since. And as I look down the track of time from this day to that, I see the marks he has made, and they rise up before me as the traces of no other man do rise up.

How long is it since we have seen our papers teeming with eulogiums of that truly great man, Rufus Choate ? The bar and other associations have assembled and bestowed upon him all the praises that language could bestow ; yet I ask you what Rufus Choate has done ? He has done what few men could do in his profession of the law. He was a great man by nature, and he cultivated his nature to a great extent. He went into his profession with all possible ardor ; he read, and studied, and exerted himself as few men ever did, and he attained success that few men did. But what was it ? Why, he engaged in every suit presented on one side or the other ; would plead as powerfully, probably, for the wrong as for the right, and thus went through his life ; and we may look back and ask for the good he did. Perhaps the clients he defended will answer for him, but I am sure the amount can never be compared with that done by Horace Mann.

If I ever felt proud of any one thing which I was instrumental in doing, it was the action we had after the contest with the thirty-one masters in Boston, after which our State Association was formed. All the power which those masters could bring was concentrated there, and there was a determination to meet Mr. Mann, and meet the Board of Education, and break down the whole. I saw it, and I could not sympathize with my professional laborers, and, with a few, I did what little I could to put an end to that whole contest ; and the resolutions, which are in print and recorded, and which ended that matter, I shall ever look upon with the highest

satisfaction ; for the moment those resolutions were passed, the contest ended ; those who opposed Mr. Mann, through the Board of the State, disappeared, and few of them have been seen in the Association since. There has been ever since a union between the Board of Education and the teachers of the State.

The State of Massachusetts may congratulate itself that it had such a man at the head of her educational plans at the time he began the work. No other man could have succeeded in waking up such a spirit and building up such a system. I have often thought of him as of the man who goes West and cuts down trees and digs out the roots ; he did it because no other man could do it. Dr. Sears came afterward, and he did his work, and well, and I can see that there seems to have been a kind of Providential plan that these two men and our present secretary were permitted to come on in their order, and do the work they are doing in the State. But the system has flowed out into other States, and has not stopped this side of the broad ocean. The more we study the history of education the more we shall see of his influence ; and whether the cause of education shall go down, we may look upon one bright spot in its history connected with his life ; and if it rises higher than ever before, we may look to his as the power and lever by which it has been raised.

HON. HENRY BARNARD—I really feel utterly incompetent to utter what I feel on this occasion. Four weeks ago I received a letter from Horace Mann, inviting me to meet him at this very Convention ; and as the time at which the meeting was then appointed would have made it impossible for me to attend here, I wrote to him with reference to my own plans, and that wishing his advice and direction, I would meet him at any point at any place that he would appoint. After I found the time for holding this meeting was changed, I felt it one of the pleasures of my vacation from my duties that I should have the privilege of meeting him. I can hardly explain what a chasm seemed to open at my feet when I read the paragraph giving notice of his death.

The whole battle of Normal School instruction was fought in Massachusetts over his person. It was the triumph that made success sure in the Normal School enterprise ever afterward. Therefore, it seems to me, that to come into such an audience as this and speak his praise, is but a waste of words. Although it was inti-

mated to me that I should say something, I felt that after the touching eloquence of the words of Dr. Emerson, silence was more becoming than any words of ours.

I have only to add, that I think the great service of Mr. Mann was the entire consecration of himself to this work and the giving of his reports to the cause of education. Although many of the facts and ideas had been touched upon before, it was his reports and lectures that brought education literally up into the consideration of the educated men of this country. All that had been written for twenty-five years before did not produce so much influence as one of his lectures published and disseminated over the country. It brought the subject up into the domain of the Press, and that great living voice, the Lyceums.

But I feel now that any further words would weaken the effect they are calculated to produce.

Hon. ANSON SMYTH, of Ohio—I did not come here to say anything respecting Mr. Mann. I feel that I stand among men who knew him long years before I did; and yet, as I come from the place, this week, where his new-made grave is, and from the fact that his last labors were with us, it seems appropriate that something should be said by an Ohio man, that you may know that we are in sympathy with you and the whole country in mourning the death of Mr. Mann.

His labors in Ohio were not of a kind to interest us so much as his labors at the East. His labor there was in one particular institution, and we have so many colleges, so many more than we ought to have, that the great mass of our people felt little interest in his special work there. But he was known outside of his particular duties as connected with Antioch College. He immediately associated himself with the teachers of the State, and although a much older man, and much wiser, than those whom he usually met in our associations and institutes, he came with us, putting himself on a level with us, discussing the questions of common interest in our Association. We were always happy to see him, and felt instructed by him; for although he sometimes gave utterance to sentiments in regard to education which perhaps all did not agree with, we all loved to meet him. And I must say, that although on many points I could not agree with him particularly, I loved him—I loved to be with him.

The last time he came to Columbus he came to attend our State

Association, and he went with me to dine. He came there in his usual health and took a part in our deliberations. The next that I heard of him was that he was very ill, and the next morning that he was dead.

And so I wish to say to you who knew him longer and better than we, that we are in sympathy with you.

There were some of us who felt a particular interest in him, and especially with reference to his influence with regard to certain vices, such as the use of stimulants, alcoholic drinks, and that perhaps more common vice, the use of tobacco, on the part of those who assume the office of teacher, and who ought to be examples of purity, and propriety, and respectability. There was a keenness of wit when he spoke which presented any vice or weakness which he wished to put down in such a light that it had a powerful influence. There were few teachers who would like to go from one of our Associations and be seen by him with a cigar in the mouth. And if he had lived to no other purpose than to say all he did before our Associations upon that particular vice, I should say we would build him a monument as high as that on Bunker Hill.

The PRESIDENT—Perhaps we can not better conclude these remarks than by permitting Mr. Mann to speak for himself. I have a letter which I received from him but a short time since, which I will read.

ANTIOCH COLLEGE, YELLOW SPRINGS, *April 28th, 1859.*

WM. F. PHELPS, Esq.: *Dear Sir*—Hardly anything would give me more pleasure than to accept your kind invitation, by means of which I should expect to find myself once more in the presence of my old fellow-teachers.

Common Schools were my first love; they will be my last. But I know not what my plans will be for the summer. I must recruit my health. I am *abolished* by hard labor. I am a white slave without any abolitionist to pity me. If, however, it shall be possible for me to join the "Legion of Honor" once more, though it shall be but for a single day, I shall rejoice to do so. How vividly do I remember the time when this cause emitted its first glimmering, twilight ray! now its glorious orb is ascending toward the meridian. When the day for the meeting is fixed upon, please send me a circular, and oblige,

Yours very truly,

HORACE MANN.

The resolutions in relation to Mr. Mann were adopted by a vote taken by rising and standing a few moments in silence.

The following resolutions were adopted :

Resolved, That the thanks of the Association are due, and are hereby presented—

To those citizens of Trenton who have kindly extended the hospitalities of their homes to the ladies attending the Convention ;

To C. C. Haven, Esq., for his highly interesting and methodical explanation, upon the ground itself, of the Battle of Trenton—Dec. 26, 1776 ;

To the Hon. Mr. Field, of Princeton, for his kind attention to the members of the Convention in his invitation to visit the literary institutions of Princeton and its battle-ground, and to partake of the hospitalities of his house ;

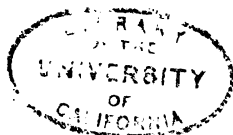
To the keepers of the hotels, for a reduction in the usual charge for board ;

To the managers of the railroads leading to Trenton, for a reduction in the usual fare ;

To the committee of arrangements, for their labor in making arrangements for our meetings ;

And lastly, to the President of the Association, for the impartial and able manner in which he has presided over our deliberations.

Adjourned *sine die*.





STATE NORMAL UNIVERSITY, BLOOMINGTON, ILLINOIS.

Lith by E.J. Mendel, Chicago





STATE NORMAL SCHOOL, FRAMINGHAM, MASS.

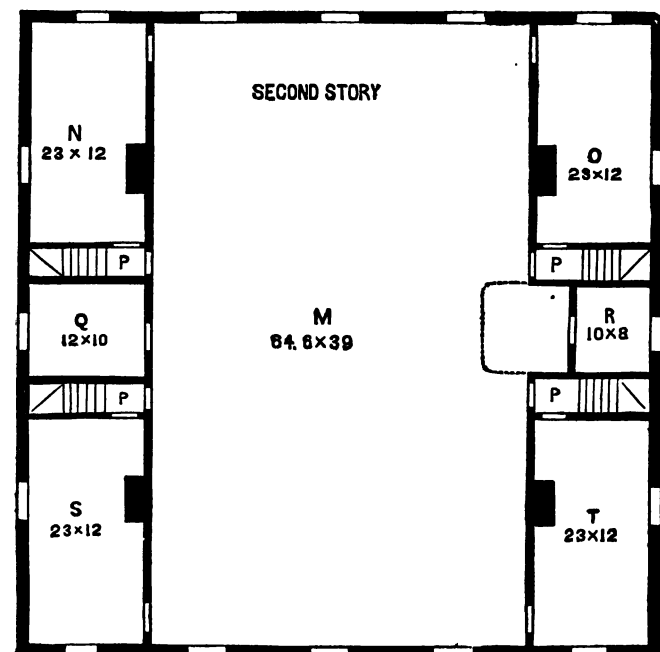
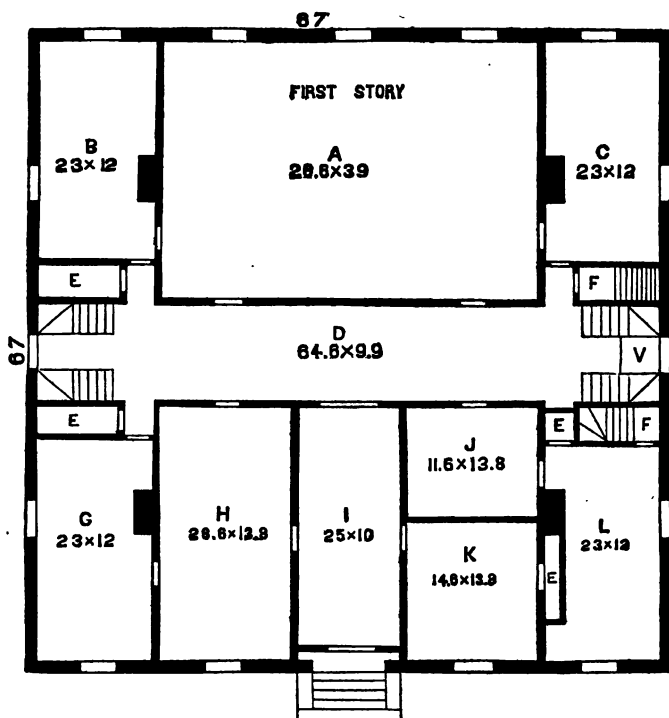
At the same time, the government has been working to improve the quality of education and to provide more opportunities for students to study abroad. In addition, the government has been working to improve the quality of the workforce and to provide more opportunities for workers to advance their careers. These efforts are part of a broader strategy to improve the quality of the economy and to provide more opportunities for all citizens.

PLANS AND DESCRIPTION

OF

STATE NORMAL SCHOOL, SALEM.

THE building for the State Normal School at Salem, Mass., was erected in 1854. It is of brick, sixty-seven feet square, and two stories high. The *First Story* contains: I, an Entrance Hall; D, a Long Passage; A, Lecture Room; B, Room for Philosophical Apparatus; C, Recitation Room; G, Cabinet of Natural History; H, Library; J, L, Clothes and Dressing Rooms; K, Reception Room; E, E, E, E, Closets; F, F, Passages to Cellar and Water-Closets; V, Water Tank. The *Second Story* contains: M, School-Room; N, O, S, T, Recitation Rooms; Q, Room for Books of Reference; R, Teacher's Room; P, P, P, P, Passages for Lower Story.



PLANS AND DESCRIPTION OF THE STATE NORMAL SCHOOL OF NEW JERSEY.

The buildings occupied by the State Normal School of New Jersey, are two in number, one of which is occupied exclusively by the Normal School proper, and the other by both the Normal School and its adjunct, the Model School, but principally by the latter. The two were built and furnished at about \$55,000.

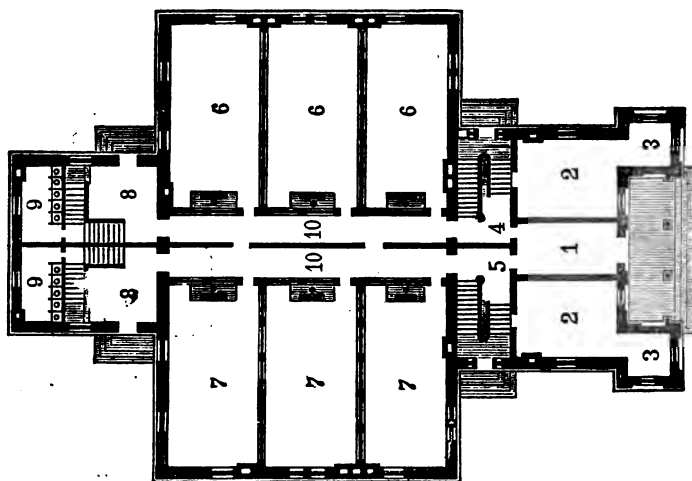
The plans are drawn on a scale of thirty-two feet to the inch. Each building is in the form of a Greek Cross, the main edifice running nearly north and south with wings or projections on the east and west. The front wing of the Normal School on the east, terminates in two towers, 10 by 10 feet.

The great objects secured in the adoption of these plans, are the highest degree of convenience and adaptation to the purposes of a school for both sexes, symmetry, tastefulness, economy in cost of construction, with ample facilities for lighting and ventilation, the ingress and egress of pupils, together with a full supply of water in the proper place, and for every desirable purpose.

The rooms are all large, airy, and commodious. The uses of each apartment will be understood by reference to the numbers indicated on the diagrams, and the accompanying explanation. Each building is heated by four of Boynton's first class furnaces, and ventilated by means of air passages leading from each room to a large chamber for the purpose in the attic, under the ventilator. These air chambers are heated by stoves, thus creating a forced draught from each apartment to the ventilator.

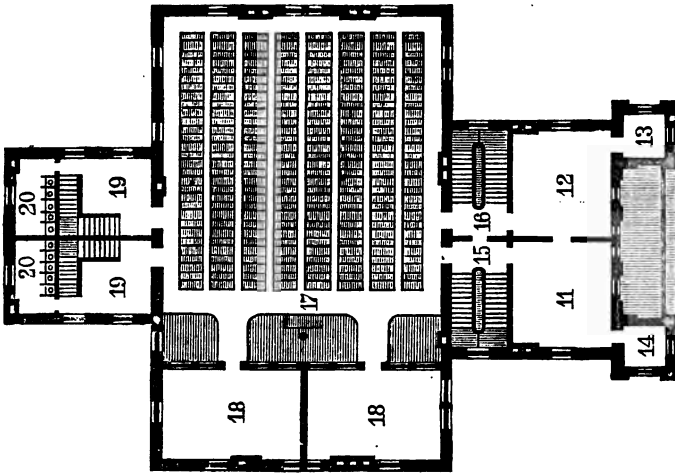
The furniture is of the latest and most approved character, and there are fifteen hundred feet of the best Vermont and Lehigh wall slates.

Fig. 2.—FIRST STORY.



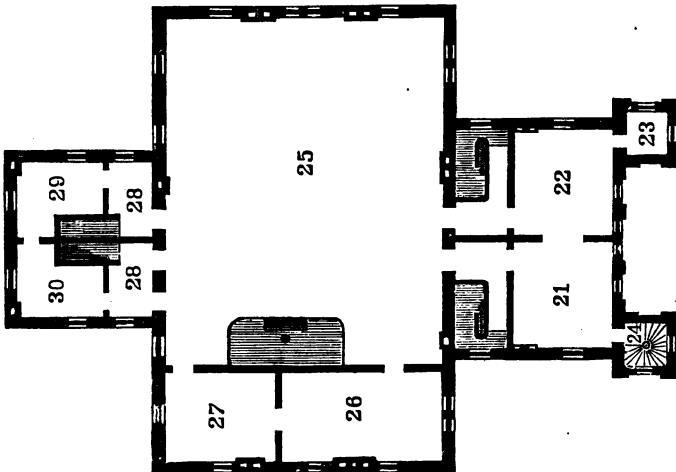
1, Main entrance and Hall. 2, 2, Cloak Rooms for each sex. 3, 3, Toilet Rooms for each sex. 4, 5, Halls and entrances. 6, 6, 6, and 7, 7, 7, Recitation Rooms. 8, 8, Extra Cloak Rooms. 9, 9, Privies. 10, 10, Halls for each sex.

Fig. 3. SECOND STORY.



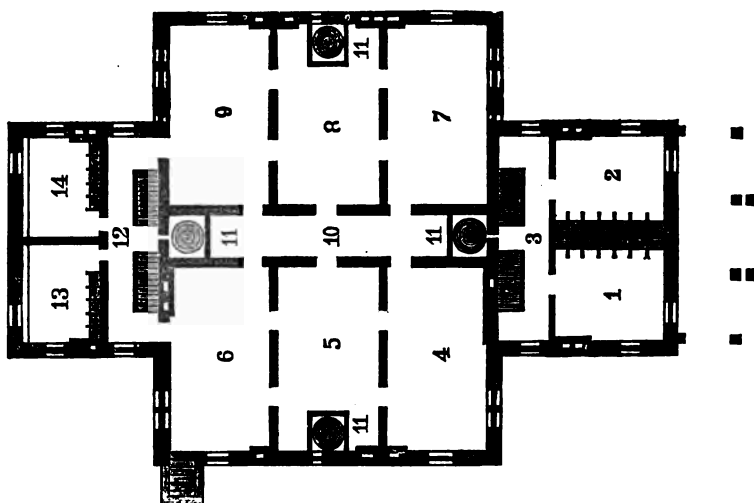
11, Reception Room. 12, Library. 13, 14, Teachers' Toilet Rooms. 15, 16, Halls and Stairways, each sex. 17, Assembly Room seated for 240. 18, 18, Recitation Rooms. 19, 19, Extra Cloak Rooms. 20, 20, Privies.

Fig. 4. THIRD STORY.



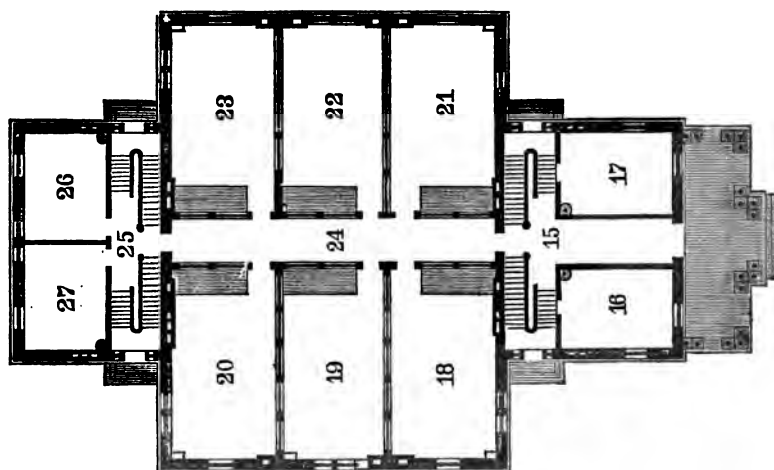
21, 22, Drawing Room and Models. 23, Bell Ringer's Room. 24, Passage to Observatory. 25, Lecture Room. 26, Recitation Room. 27, Room for Mechanical Drawing. 28, 28, Rear Halls. 29, 30, Apparatus Rooms.

Fig. 5. BASEMENT OF MODEL SCHOOL.



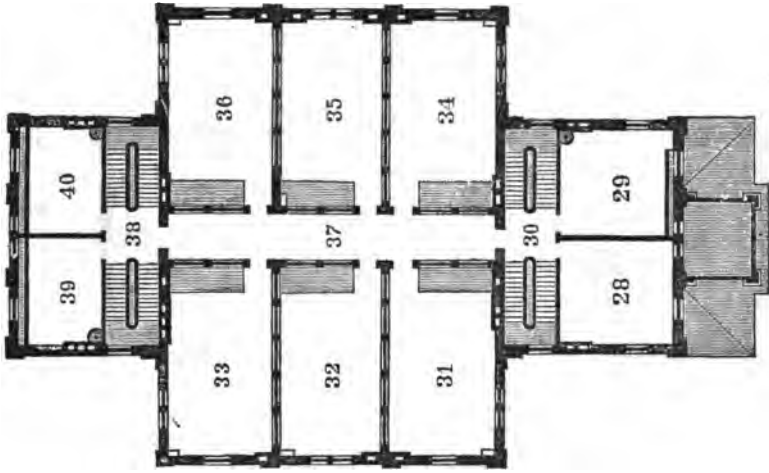
1, 2, Privies for Girls. 3, Halls to Privies for Girls. 4, 5, 6, &c., &c., Cellars and Furnaces. 13, 14, Privies for Boys. 12, Halls to Privies for Boys.

Fig. 6. FIRST STORY.—MODEL SCHOOL.



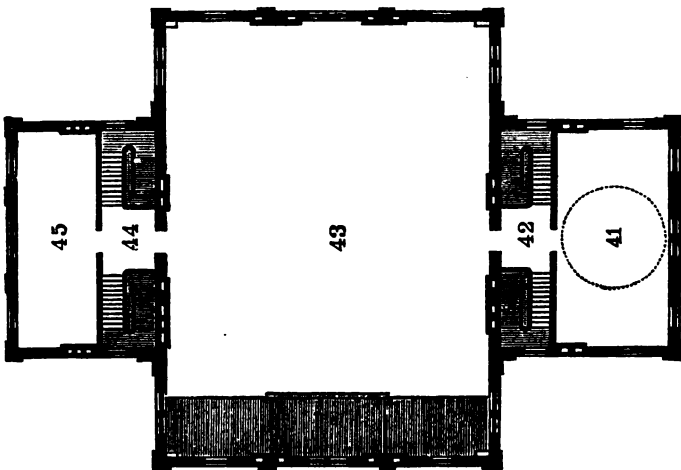
15, Halls, Girls' entrance, and main entrance. 16, 17, Girls' Cloak Rooms. 18, 19, 20, 21, 22, 23, School. 24, Hall, rooms graded, 40 pupils each. 25, Boys' Hall. 26, 27, Boys' Cloak Rooms.

Fig. 7. SECOND STORY.—MODEL SCHOOL.

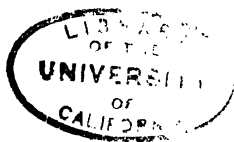


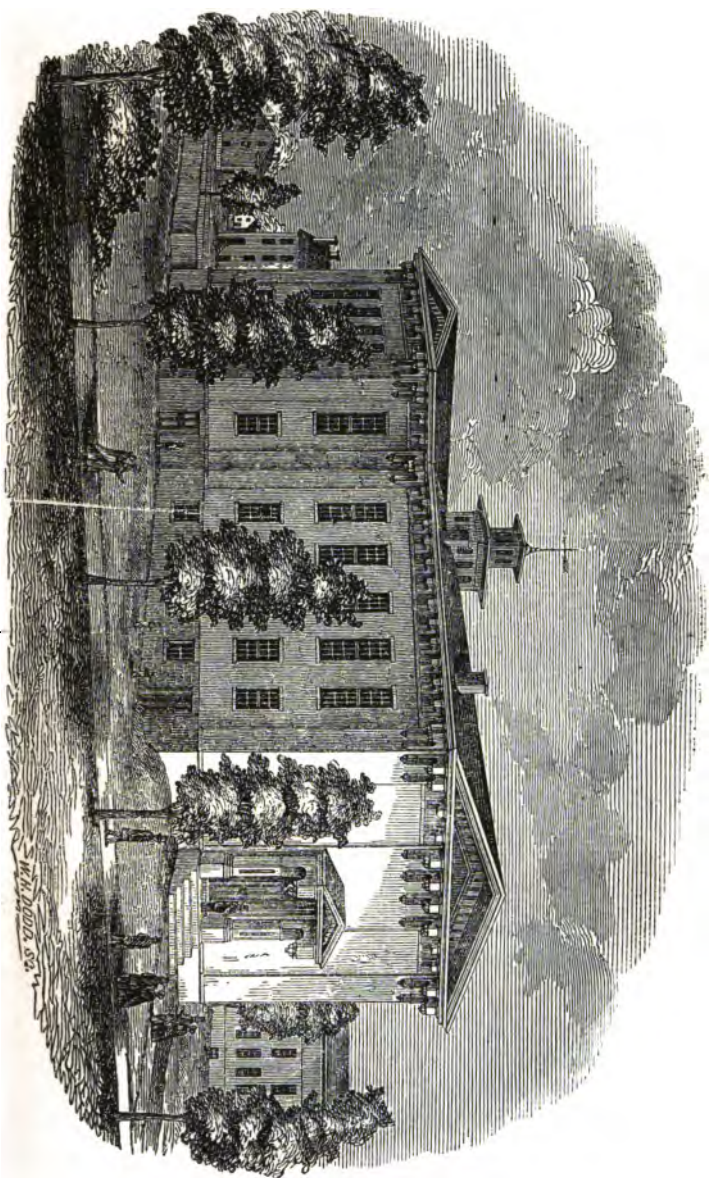
28, Girls' Cloak Room. 29, Library. 30, Girls' Hall and Stairways. 31, 32, 33, &c., &c., School Rooms, graded, 40 pupils each. 37, Hall. 38, Boys' Hall and Stairways. 39, 40, Boys' Cloak Rooms.

Fig. 8. THIRD STORY.—MODEL SCHOOL.



41, Room for Drawing, lighted from the Dome. 42, Hall and Stairways. 43, Great Lecture Room of the Normal School establishment, 56 by 75 feet. 44, Hall. 45, Laboratory.





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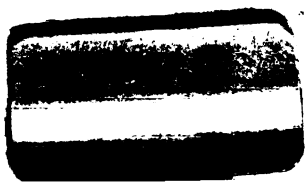
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